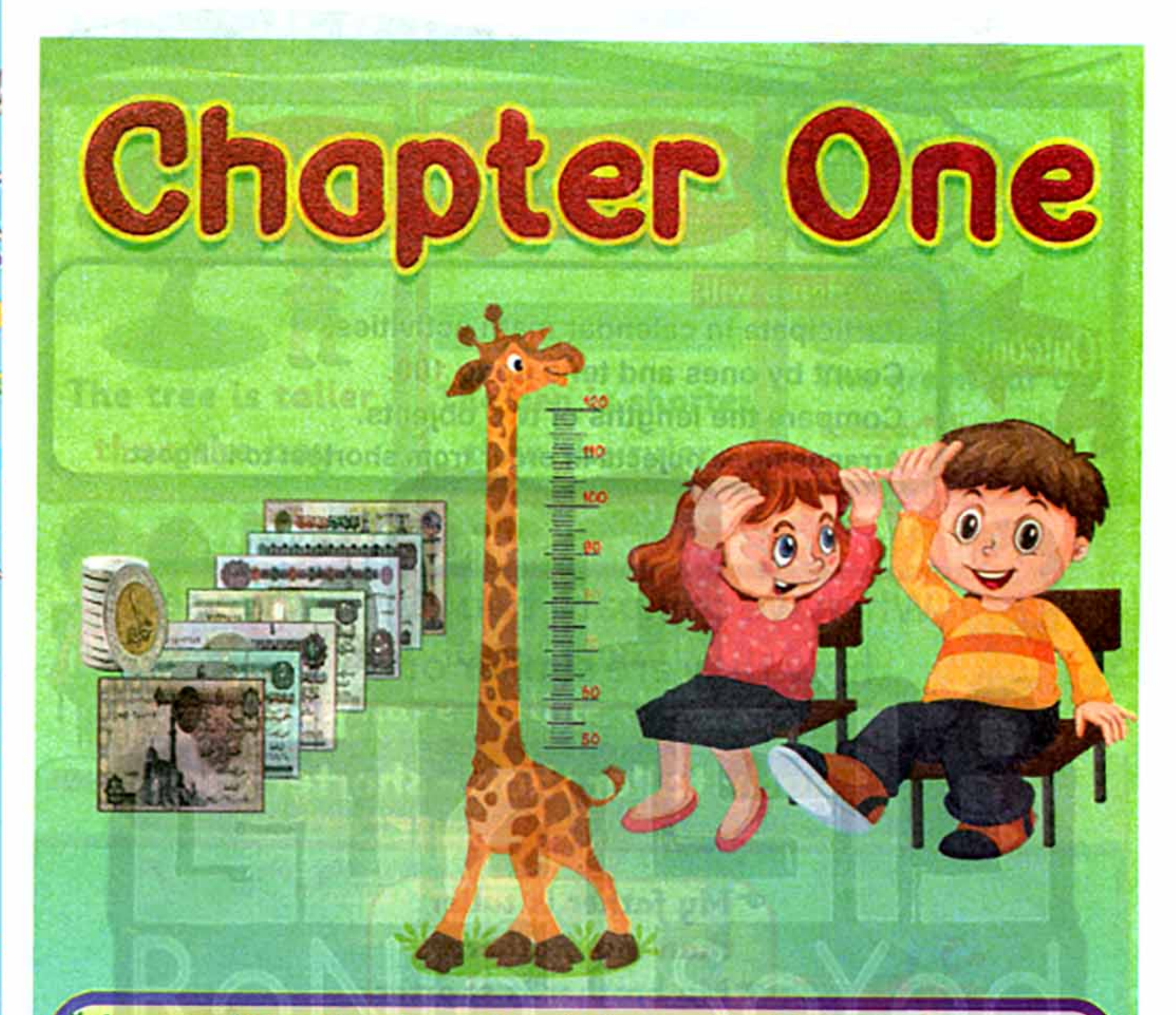
Chapter One





Lesson (61 - A) Lengths - Relative Positions

Outcomes

Students will:

- Participate in calendar math activities.
- Count by ones and tens up to 100.
- Compare the lengths of two objects.
- Arrange three objects in order from shortest to longest.

Note:

When we compare two objects, we see how they are similar or different.

Length: taller than - shorter than



The tree is taller than the boy.

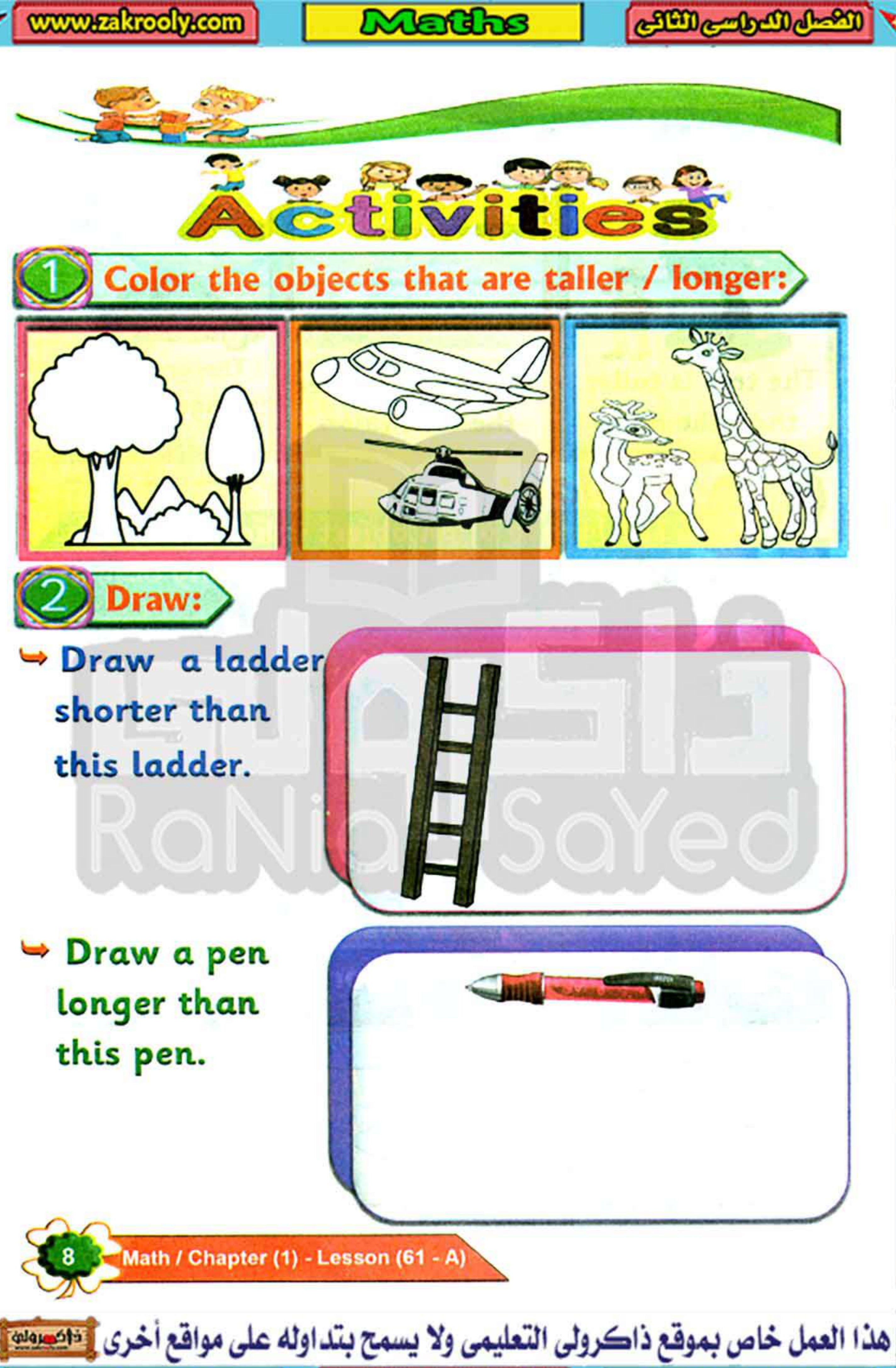
The pen is shorter than the ruler.

The green car is longer than the red car.

Notice:

- The length of an object is how long it is.
- To compare the lengths of many objects, you have to line them up.

→ **Color the object that is shorter:**



Activities

1 Color the objects that are taller / longer:

2 Draw:

- Draw a ladder shorter than this ladder.
- Draw a pen longer than this pen.

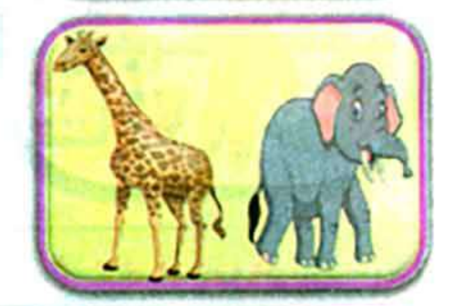




3 Underline the correct answers:



1) The boy is (shorter - taller) than the man.

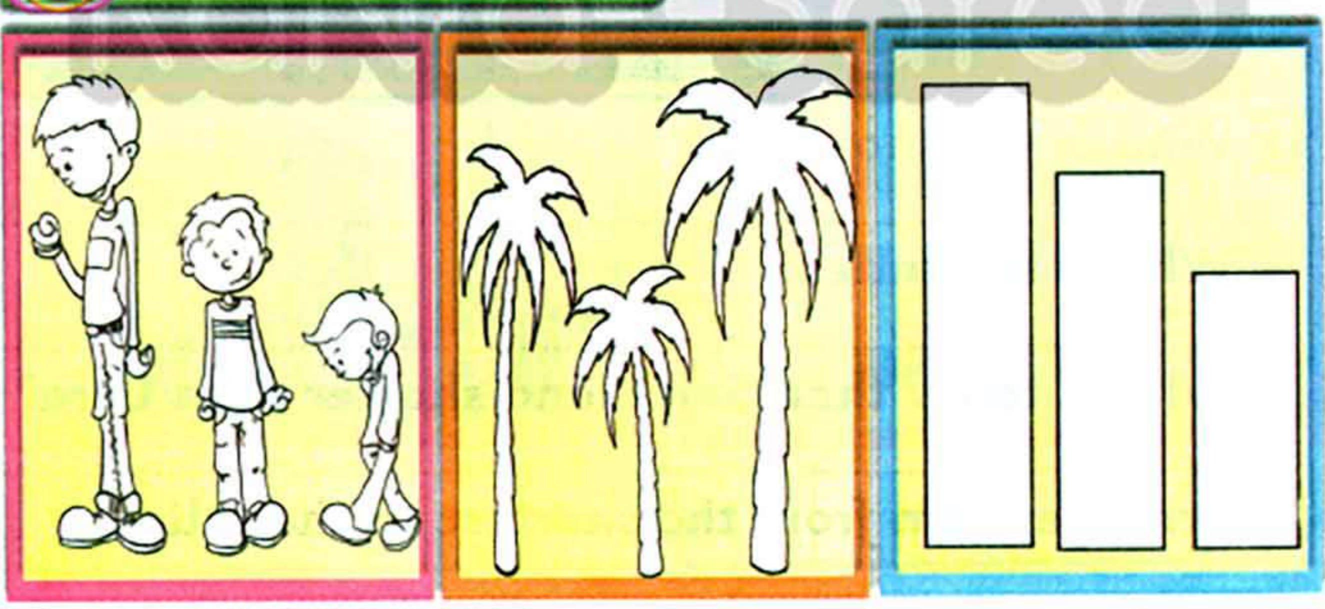


2) The giraffe is (shorter - taller) than the elephant.



3) The tree is (shorter - taller) than the banana tree.

4 Color the shortest:





5 Circle the tallest:



6 Answer the following questions:



1) Who is the shortest?

....

2) Who is the tallest?

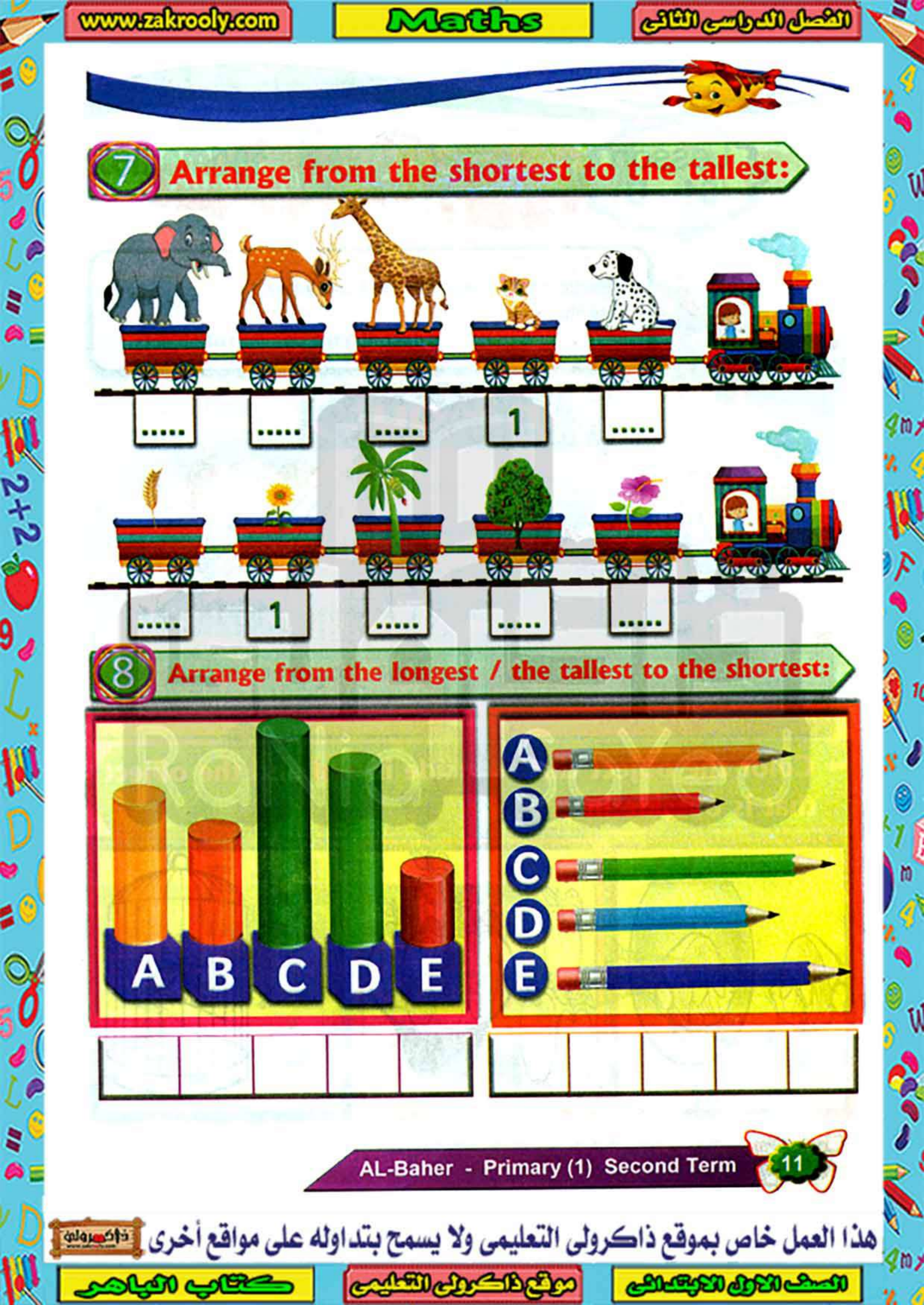
....

3) Who is taller than Sama and shorter than Lora?

....

4) Arrange them from the shortest to the tallest.

.... , ... , ... , ...



7 Arrange from the shortest to the tallest:

.....	.....	.....	1	.....

.....	1	.....	.....	.....

8 Arrange from the longest / the tallest to the shortest:



Lesson (61 - B) Describe the Positions of Relative Objects

Outcomes

☞ Students will:
- Participate in calendar math activities.
- Use the term (up, down, in, out, left, right, behind, in front of, above & below) to describe the position of objects.

(in - out)

The flapper is in the cage.

The flapper is out the cage.

➥ Color the object that is inside in red and the object that is outside in yellow:



Remember (right - left)

➥ Draw □ around the child on the right:

➥ Color the animal on the left:



(in front of - behind)

→ **Color the animal behind the farmer in green:**

→ **Underline the correct answer:**

1) The boy is (behind - in front of) the tree.

2) The girl is (behind - in front of) the tree.



(above - below)

The leaf is above the umbrella.

The girl is below the umbrella.

➥ Circle what is above the 🌳 and draw a square around what is below the 🌳 :

(up - down)

The boy is going up the stairs.

The boy is going down the stairs.


Activities
1 Complete with:
(on the right - on the left - in - out - above - below - in front of - behind - up - down)
1
....
....
....
....
2
....
....
3
....
....
4
....
....

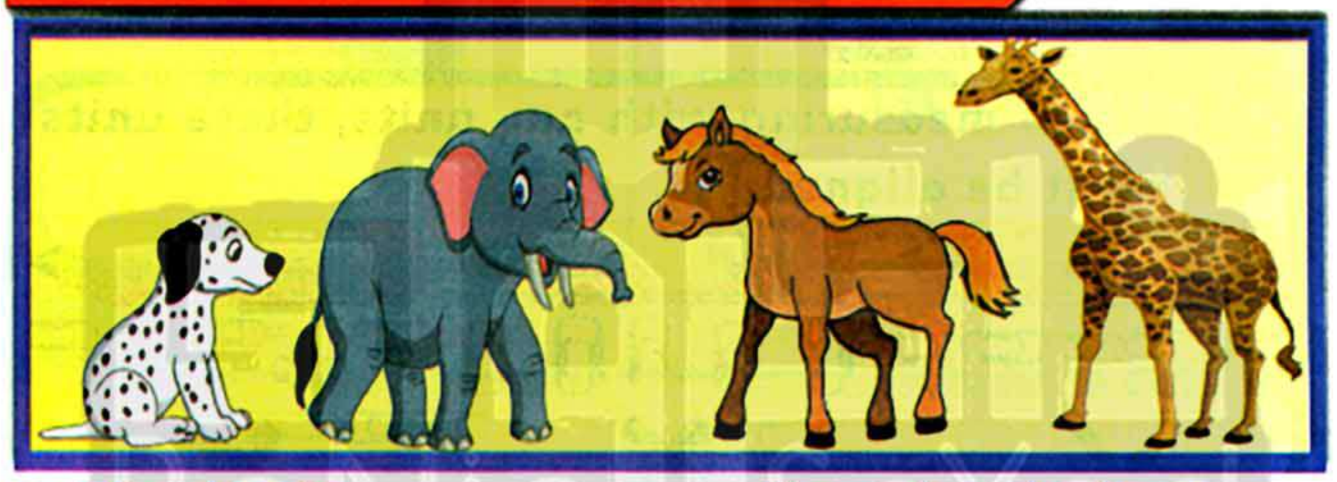


Lessons (62 - 65) Measuring Length



Students will:
- Measure objects by non-standard units.
- Explain the relationship between the length of an object and the number of units needed to measure it.

Complete using (taller or shorter):



- The dog is .... than the elephant.
- The horse is .... than the dog.
- The elephant is .... than the giraffe.
- The giraffe is .... than the elephant.





Measuring Length Using Non-standard Units

The length of the toothbrush is = 7

The length of the pencil is = 5

Note:

When measuring with any units, these units must be aligned.

→ Measure the length of each object:

....

....



Activities

1 Measure the length of each object:

....

....

....

....

2 Measure the length of each object using the two units:

....

....

....

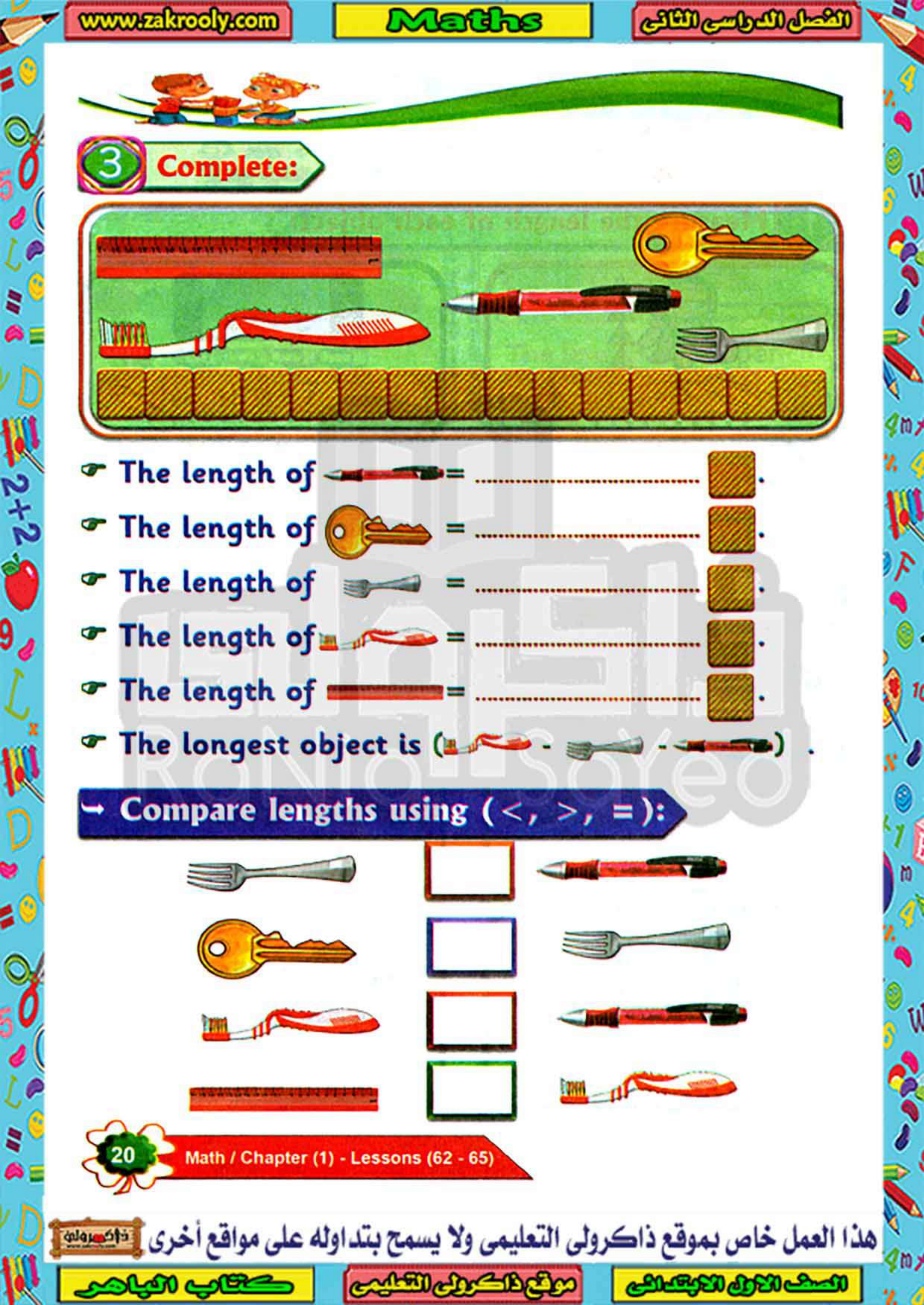
....

....

....

....

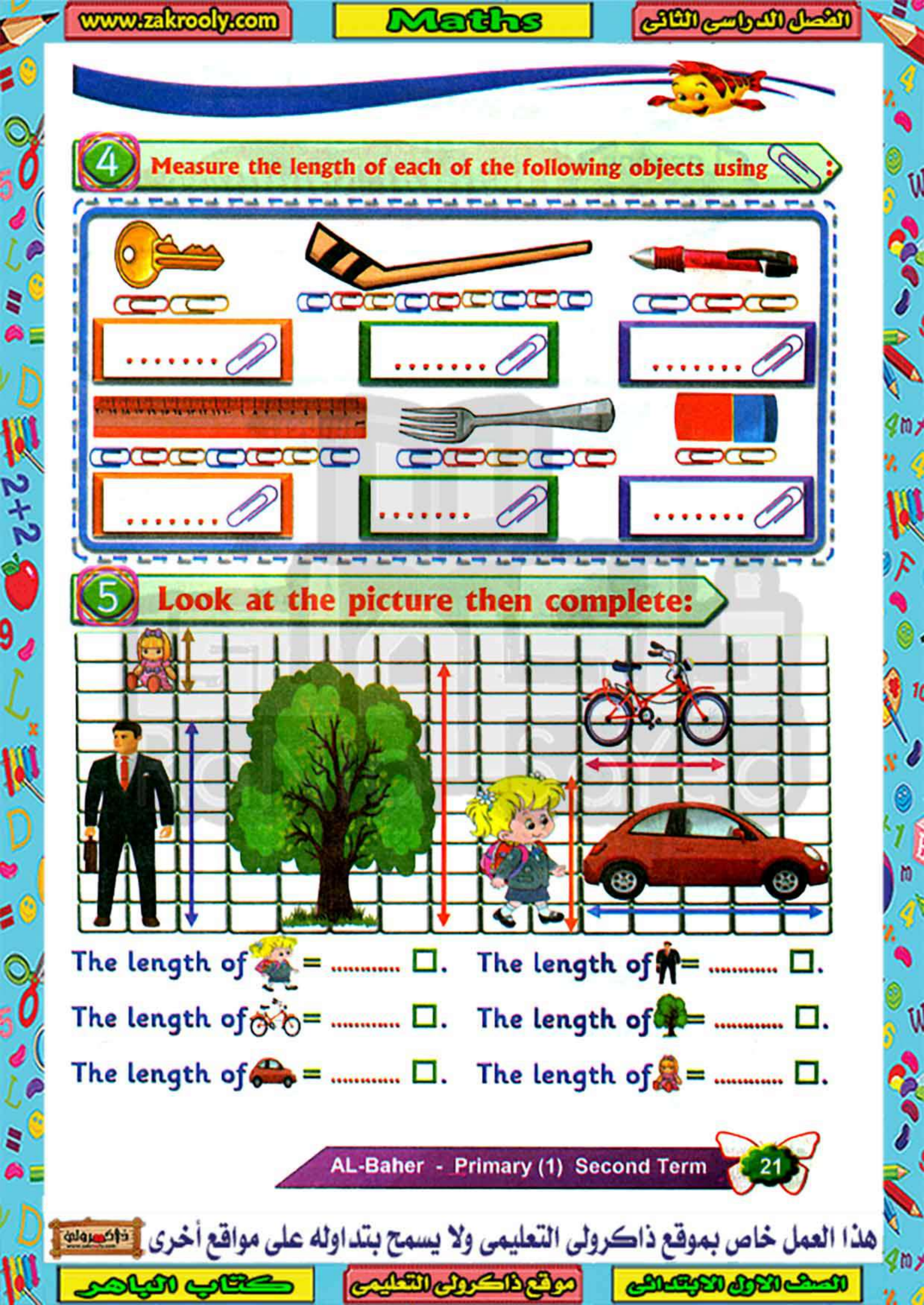
....



3 Complete:

- The length of [pen] = ... [unit].
- The length of [key] = ... [unit].
- The length of [fork] = ... [unit].
- The length of [toothbrush] = ... [unit].
- The length of [ruler] = ... [unit].
- The longest object is ([toothbrush] - [fork] - [pen]) .

Compare lengths using (<, >, =):



4 Measure the length of each of the following objects using :

....
....
....
....
....
....

5 Look at the picture then complete:

The length of = ... ☐.
The length of = ... ☐.
The length of = ... ☐.
The length of = ... ☐.
The length of = ... ☐.
The length of = ... ☐.



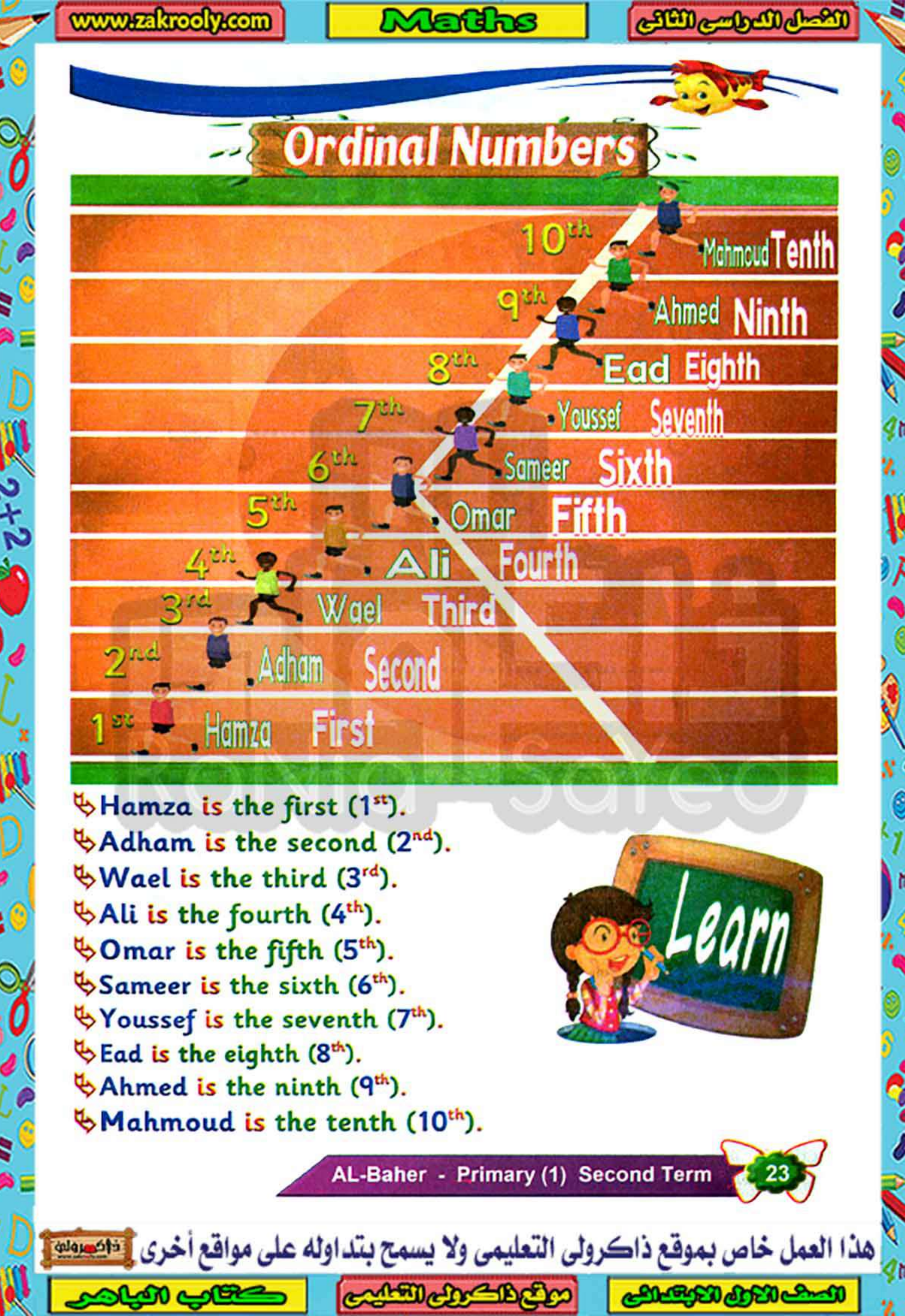
Lessons (66 - 67) Ordinal Numbers

Outcomes

☞ Students will:

- Describe the position of objects using ordinal numbers to 10^{th}.
- Write ordinal numbers 1^{st} through 10^{th}.

➥ Join the day with the suitable number:



Ordinal Numbers

- Hamza is the first (1st).
- Adham is the second (2nd).
- Wael is the third (3rd).
- Ali is the fourth (4th).
- Omar is the fifth (5th).
- Sameer is the sixth (6th).
- Youssef is the seventh (7th).
- Ead is the eighth (8th).
- Ahmed is the ninth (9th).
- Mahmoud is the tenth (10th).


Activities
1 Match:
3rd
2nd
7th
4th
1st
5th
6th
Saturday
Sunday
Monday
Tuesday
Wednesday
Thursday
Friday

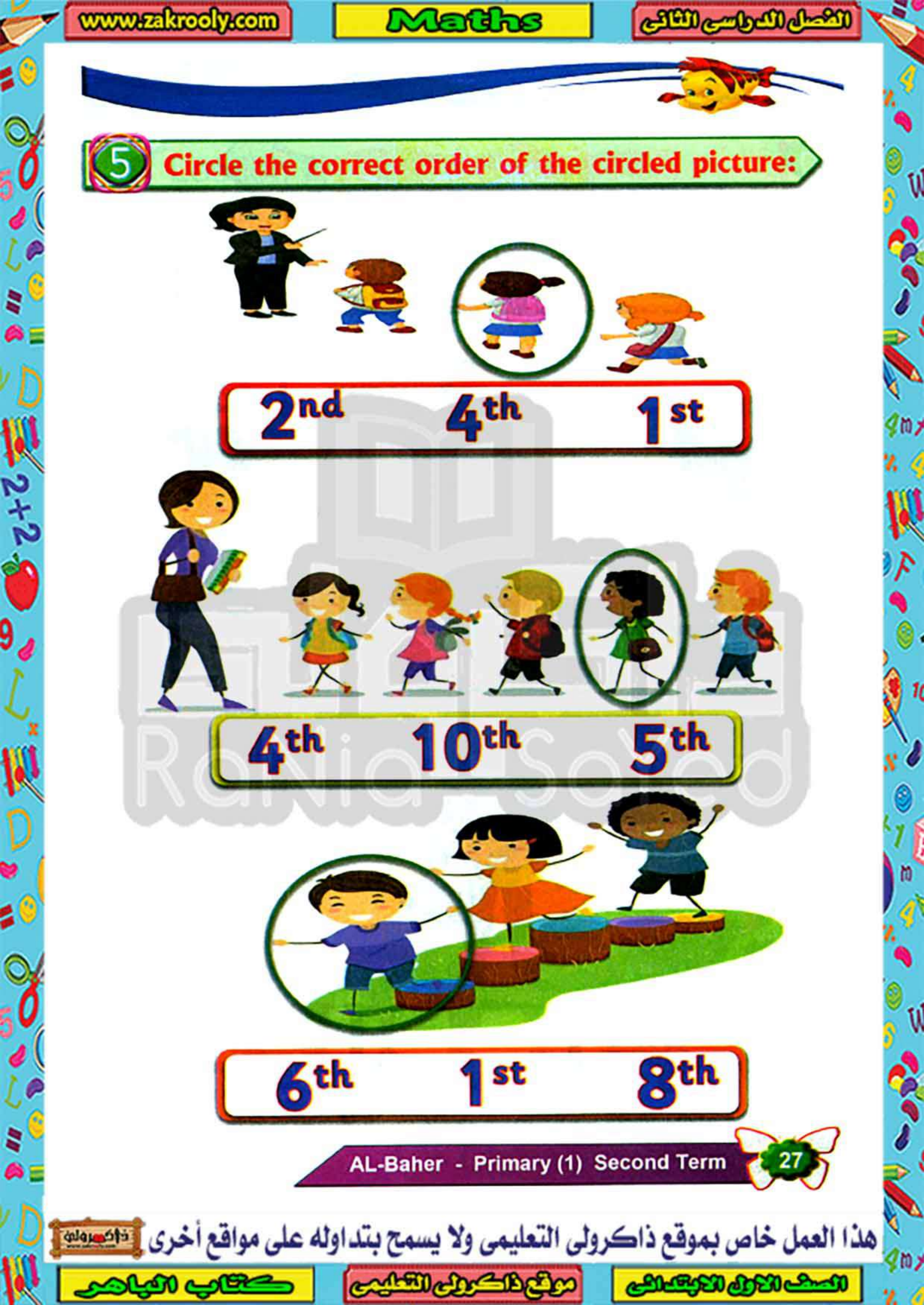


2 Complete as the example:

3 Color according to the required position:



4 Look at the picture and complete:



5 Circle the correct order of the circled picture:

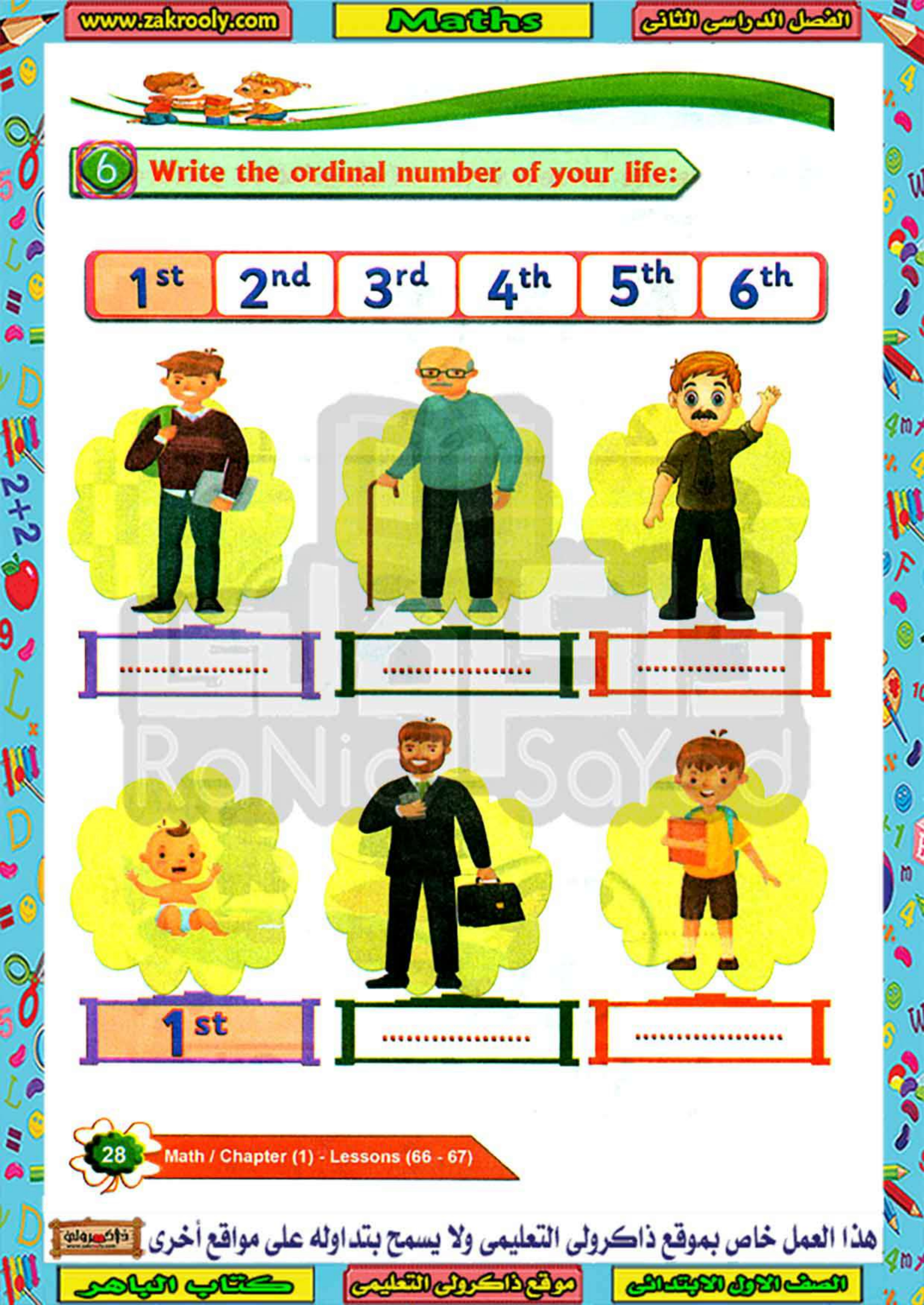
2nd 4th 1st

4th 10th 5th

6th 1st 8th

6 Write the ordinal number of your life:

1st	2nd	3rd	4th	5th	6th





Lesson (68) One more / One less

Outcomes

☞ Students will:

- Find one more and one less than a number up to 100.
- Collaborate with other students to complete a math activity.

Complete:

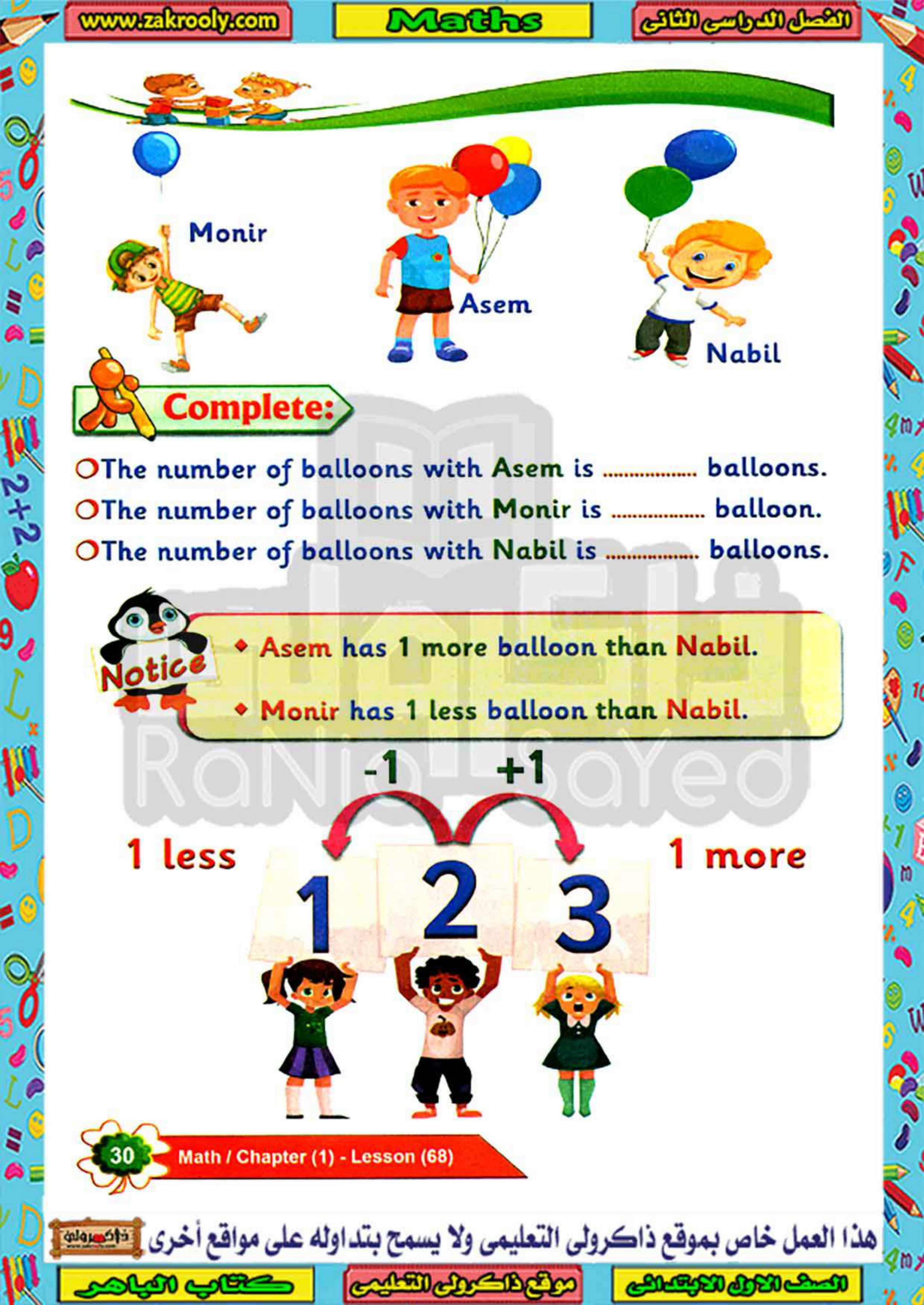
A

1 — 2 — ...... — ...... — ......

...... — 7 — 8 — ...... — ......

B

23 — 24 — ...... — ...... — ...... — ...... — ...... — 30 — ...... — ......

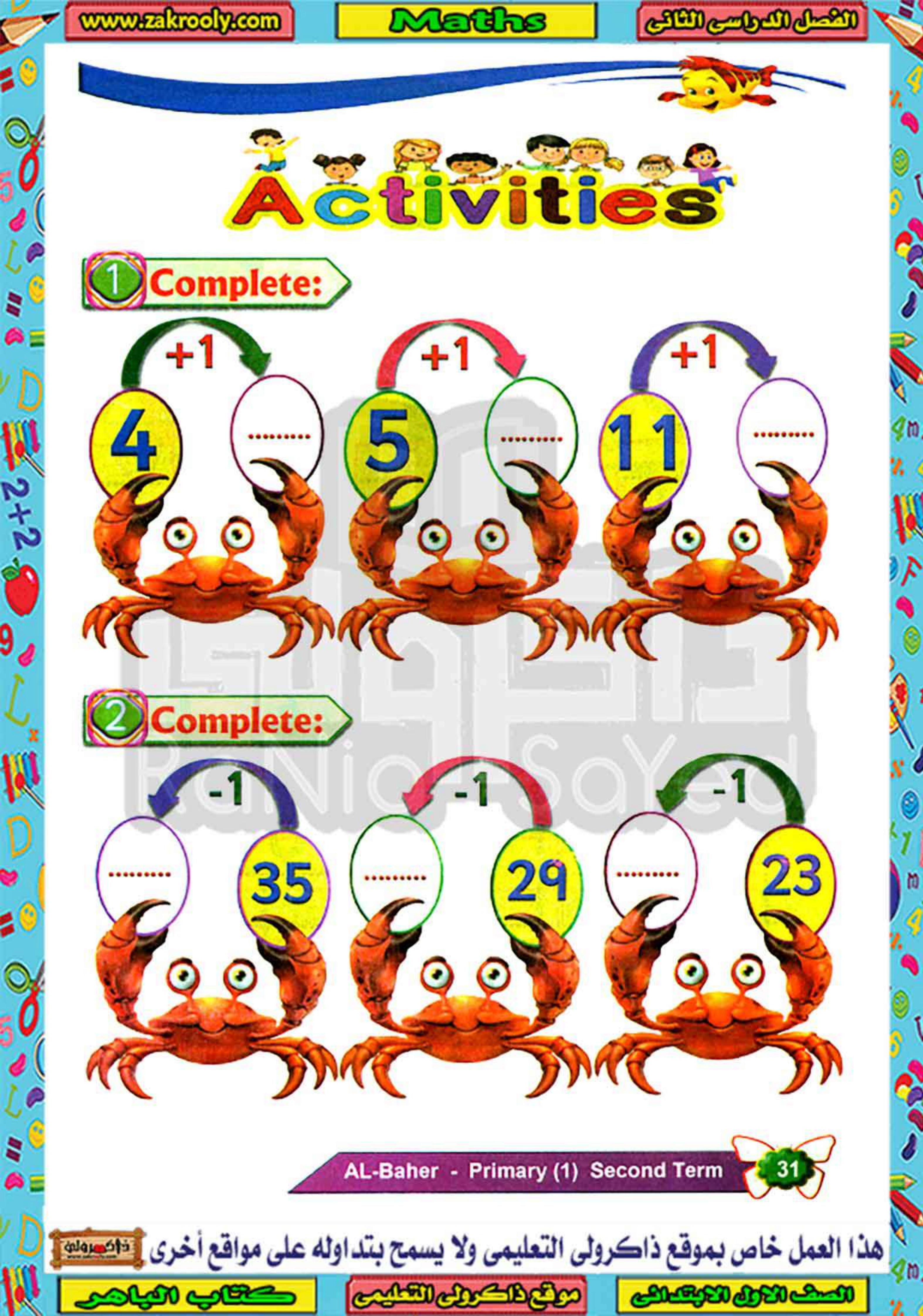


Complete:

- The number of balloons with Asem is .... balloons.
- The number of balloons with Monir is .... balloon.
- The number of balloons with Nabil is .... balloons.

Notice

- Asem has 1 more balloon than Nabil.
- Monir has 1 less balloon than Nabil.


Activities
1 Complete:
+1
4 ....
+1
5 ....
+1
11 ....
2 Complete:
-1
.... 35
-1
.... 29
-1
.... 23

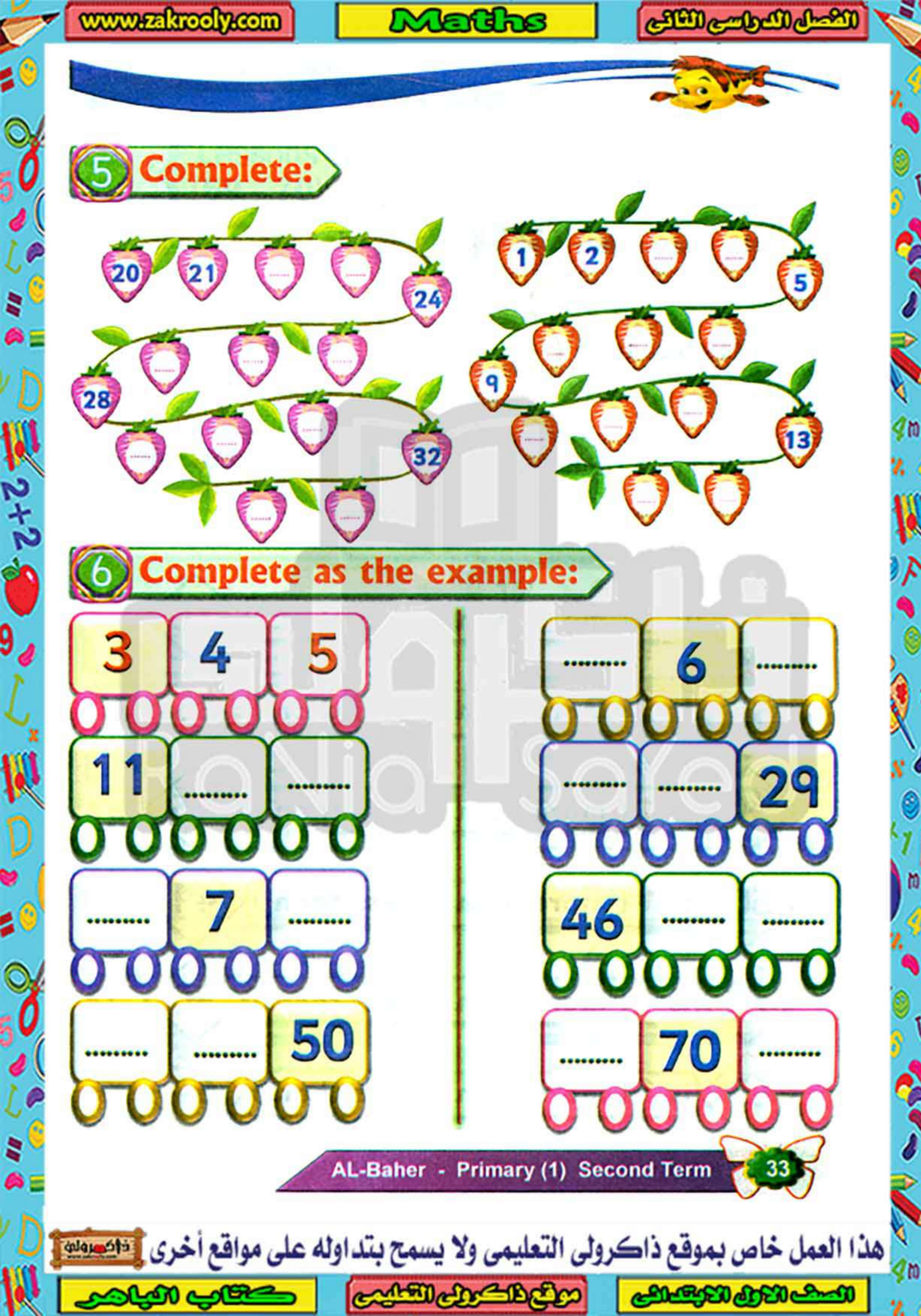


3 Complete as the example:

3	4	5
....	5	....
....	16	....
....	14	....
....	39	....
....	19	....

4 Complete:

One less	Number	One more
4	5	6
....	7	....
....	12	....
....	15	....
17	....	....
....	....	39
....	20	....
....	....	47


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Maths
الفصل الدراسى الثانى
5 Complete:
20 21 24
28 ....
.... 32
....
1 2 5
9 ....
.... 13
....
6 Complete as the example:
3 4 5
11 ....
.... 7 ....
.... 50
.... 6 ....
.... 29
46 ....
.... 70 ....
AL-Baher - Primary (1) Second Term
33
هذا العمل خاص بموقع ذاكرولى التعليمى ولا يسمح بتداوله على مواقع أخرى
كتاب الباهر
موقع ذاكرولى التعليمى
الصف الاول الابتدائى



7 Complete:

( ) is 1 more than	39		69	is 1 more than	( )
( ) is 1 less than	50		23	is 1 less than	( )
( ) is 1 more than	91		50	is 1 more than	( )

8 Choose the correct answer:

14 is 1 (more than - less than) 15

36 is 1 (more than - less than) 35

46 is 1 (more than - less than) 45

50 is 1 (more than - less than) 49

79 is 1 (more than - less than) 80

63 is 1 (more than - less than) 64



Money



Students will:
- Participate in Calendar Math activities.
- Identify similarities and differences between LE 1 notes LE 10 notes.
- Count 1 Egyptian pound notes and 10 Egyptian pound notes.
- Calculate how to pay for items up to LE 50 using 1 and 10 Egyptian pound notes.

Find the result:

5 + 3 = ...	10 + 5 = ...
6 + 7 = ...	12 + 6 = ...
7 + 3 = ...	20 + 6 = ...
5 + 5 = ...	30 + 3 = ...
9 + 1 = ...	40 + 9 = ...
8 + 7 = ...	50 + 8 = ...
6 + 9 = ...	20 + 9 = ...
2 + 8 = ...	20 + 4 = ...
5 + 8 = ...	30 + 9 = ...
9 + 3 = ...	60 + 3 = ...




LE3
LE30
LE43



Activities

1 Match:



2 Compare using (>, <, =):



Notice:

= 10 pounds

= 20 pounds

= 50 pounds

3 Write the amount of each group:

= L.E ....

= L.E ....

= L.E ....

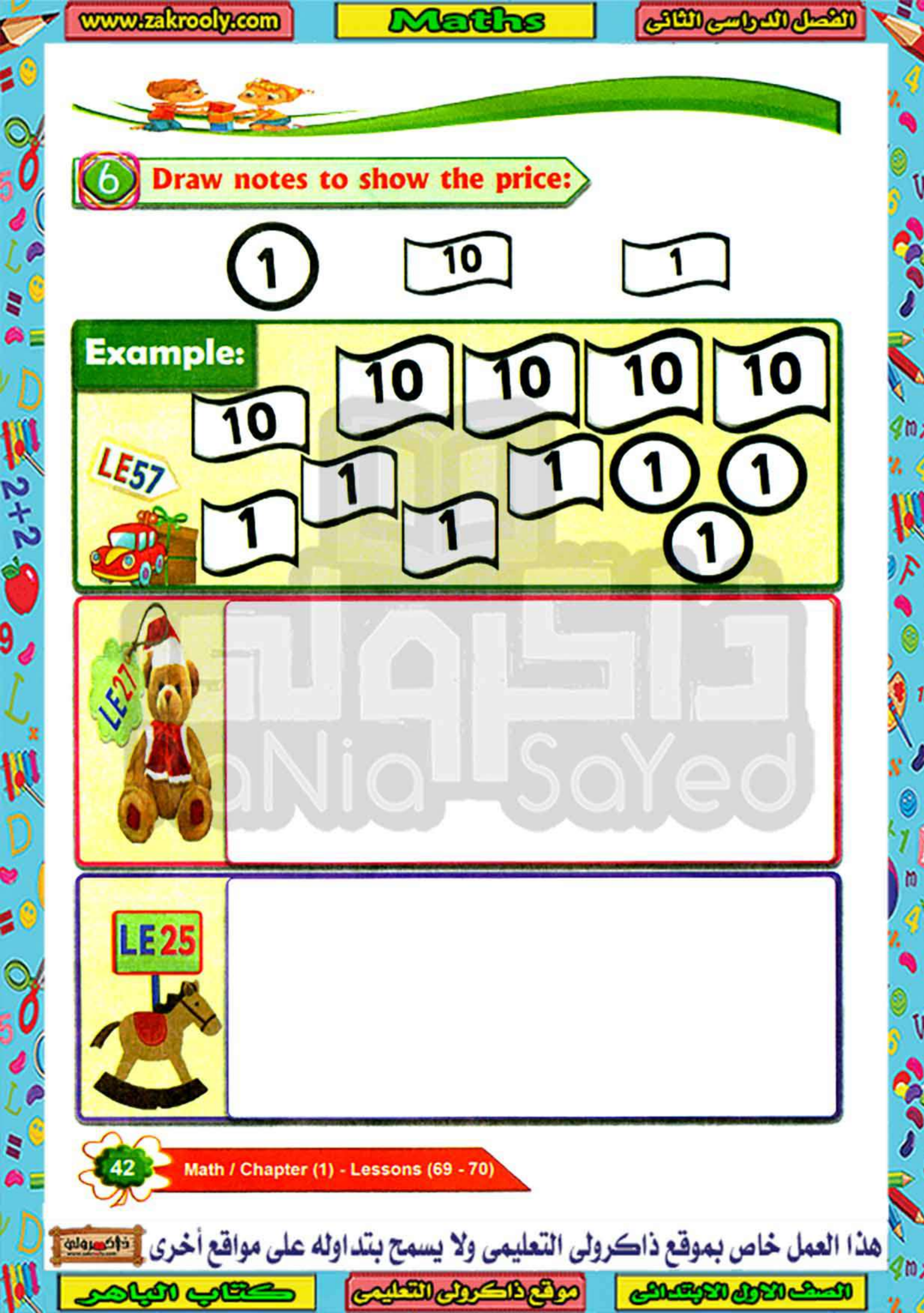
= L.E ....



4 Circle the notes and coins to get the given price:



5 Match to the suitable price:

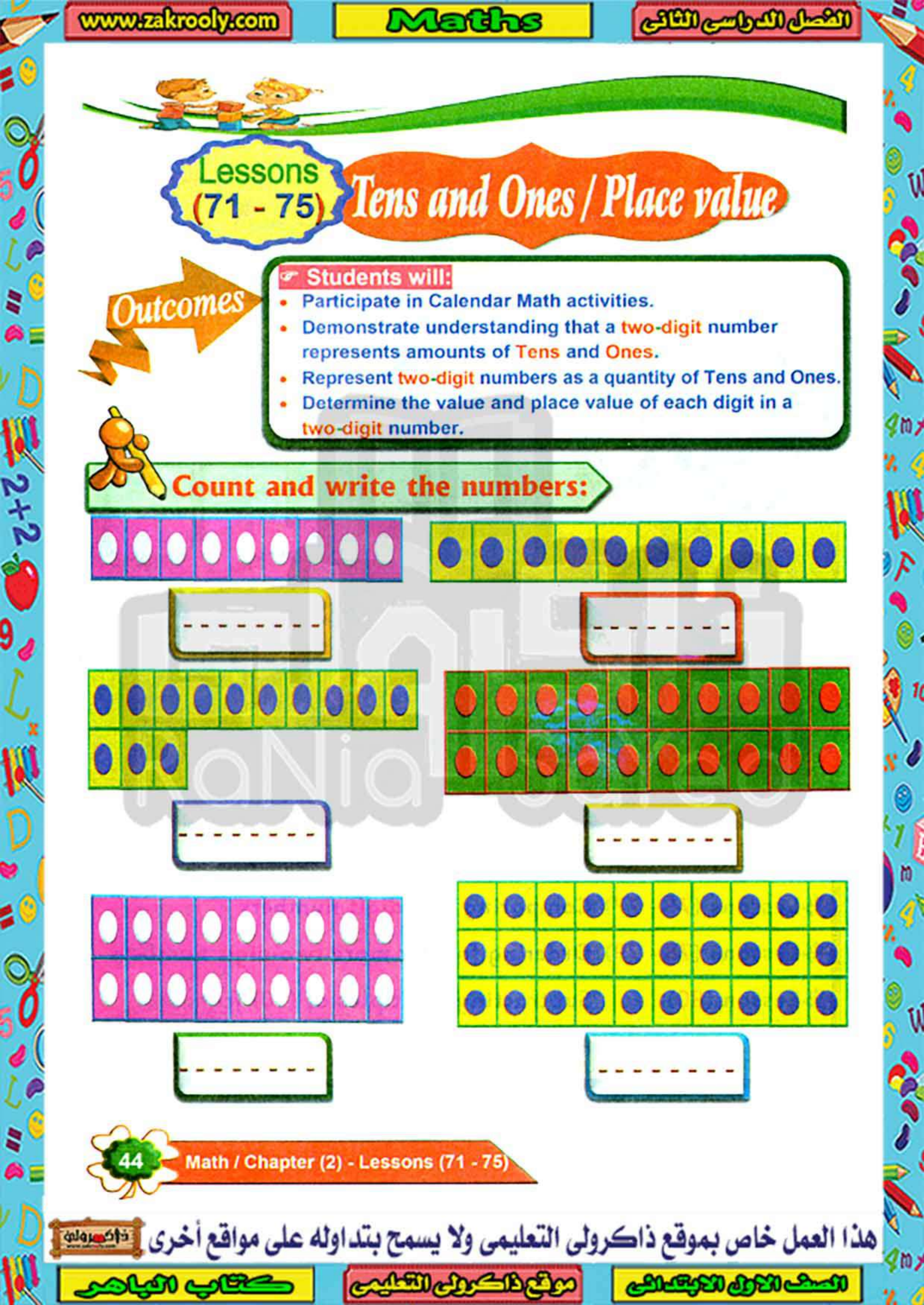


6 Draw notes to show the price:



Chapter Two

- Lessons (71 - 75) Tens and Ones / place value
- Lessons (76 - 77) Comparing two-digit numbers
- Lessons (78 - 79) Ordering four or more two-digit numbers
- Lesson (80) Subtracting Multiples of (10) from multiples of (10)



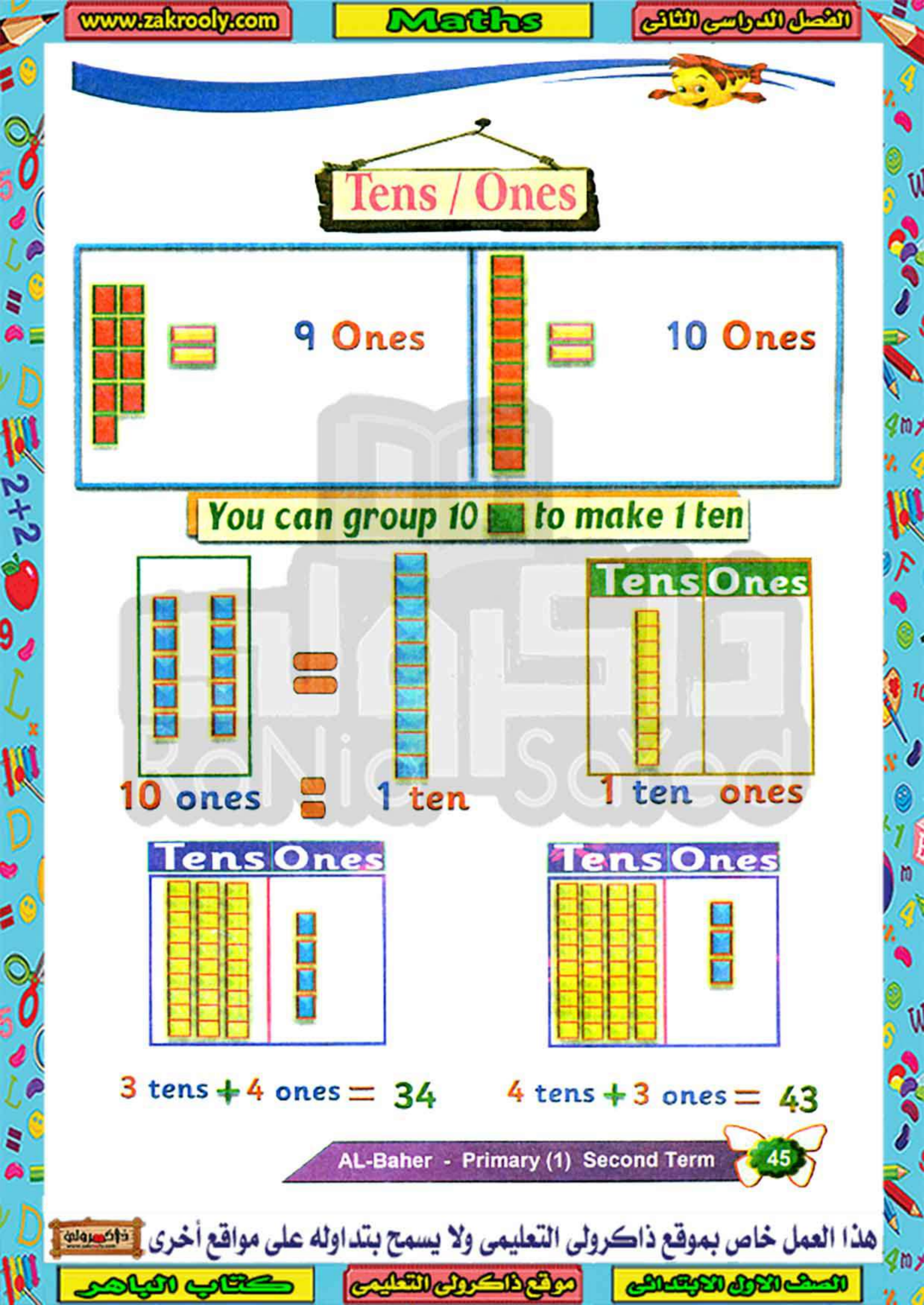
Lessons (71 - 75) Tens and Ones / Place value

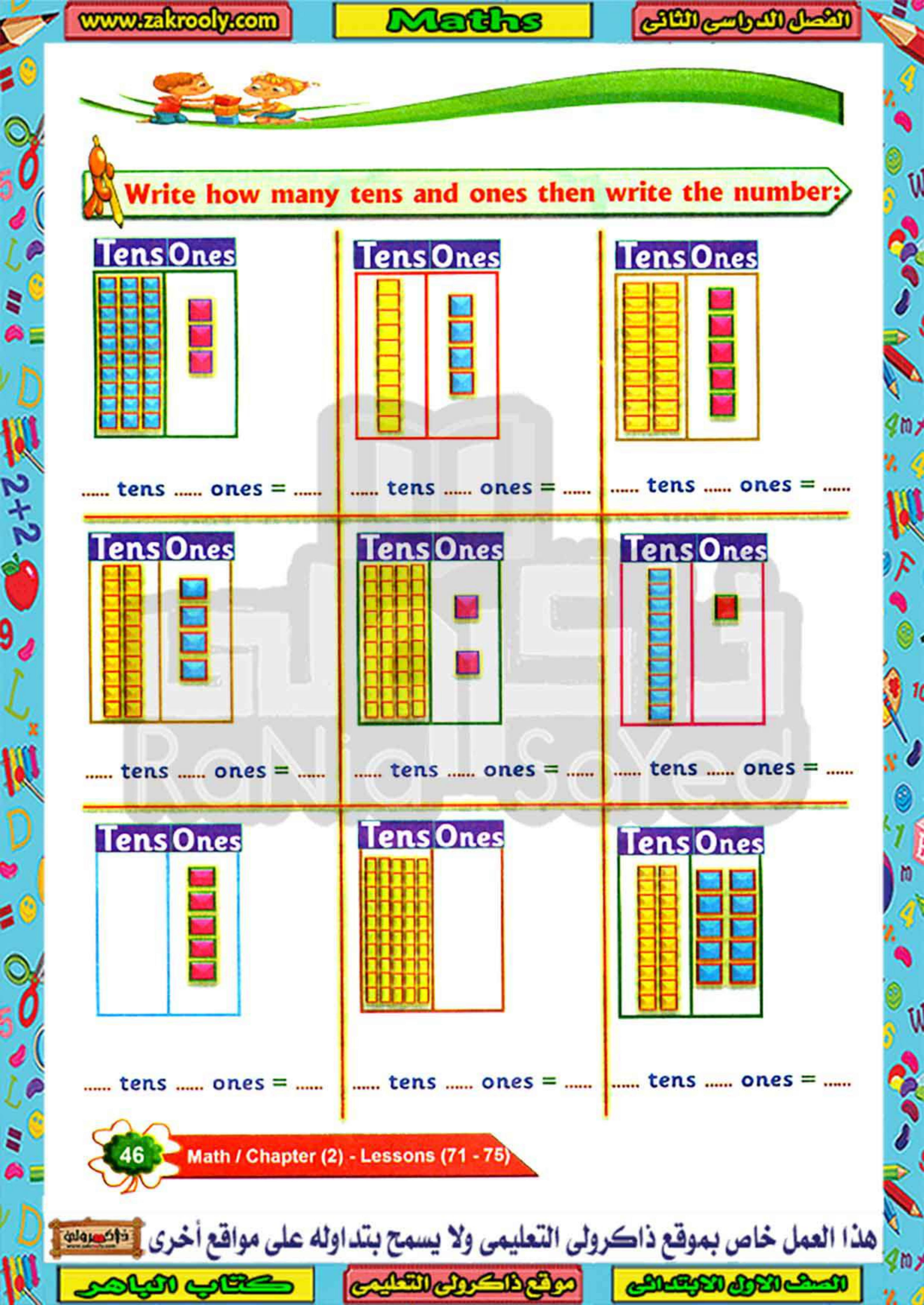
Outcomes

Students will:

- Participate in Calendar Math activities.
- Demonstrate understanding that a two-digit number represents amounts of Tens and Ones.
- Represent two-digit numbers as a quantity of Tens and Ones.
- Determine the value and place value of each digit in a two-digit number.

Count and write the numbers:


Tens / Ones
9 Ones
10 Ones
You can group 10 to make 1 ten
10 ones = 1 ten
Tens Ones
1 ten ones
Tens Ones
Tens Ones
3 tens + 4 ones = 34
4 tens + 3 ones = 43



Write how many tens and ones then write the number:

Tens	Ones

...... tens ...... ones = ...

Tens	Ones

...... tens ...... ones = ...

Tens	Ones

...... tens ...... ones = ...

Tens	Ones

...... tens ...... ones = ...

Tens	Ones

...... tens ...... ones = ...

Tens	Ones

...... tens ...... ones = ...

Tens	Ones

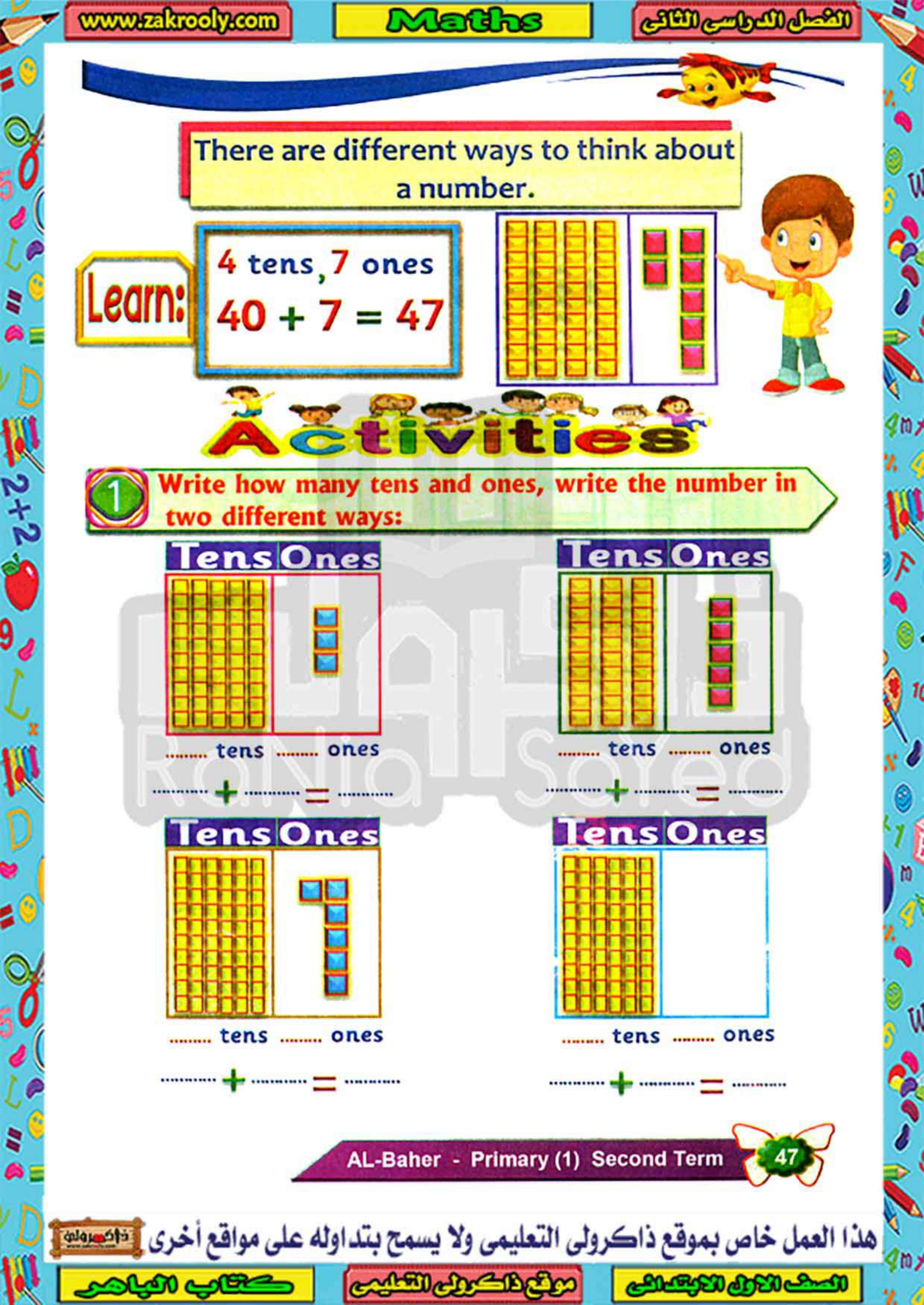
...... tens ...... ones = ...

Tens	Ones

...... tens ...... ones = ...

Tens	Ones

...... tens ...... ones = ...



There are different ways to think about a number.

Learn:

4 tens , 7 ones

40 + 7 = 47

Activities

1 Write how many tens and ones, write the number in two different ways:

Tens	Ones

.... tens .... ones

.... + ... = ...

Tens	Ones

.... tens .... ones

.... + ... = ...

Tens	Ones

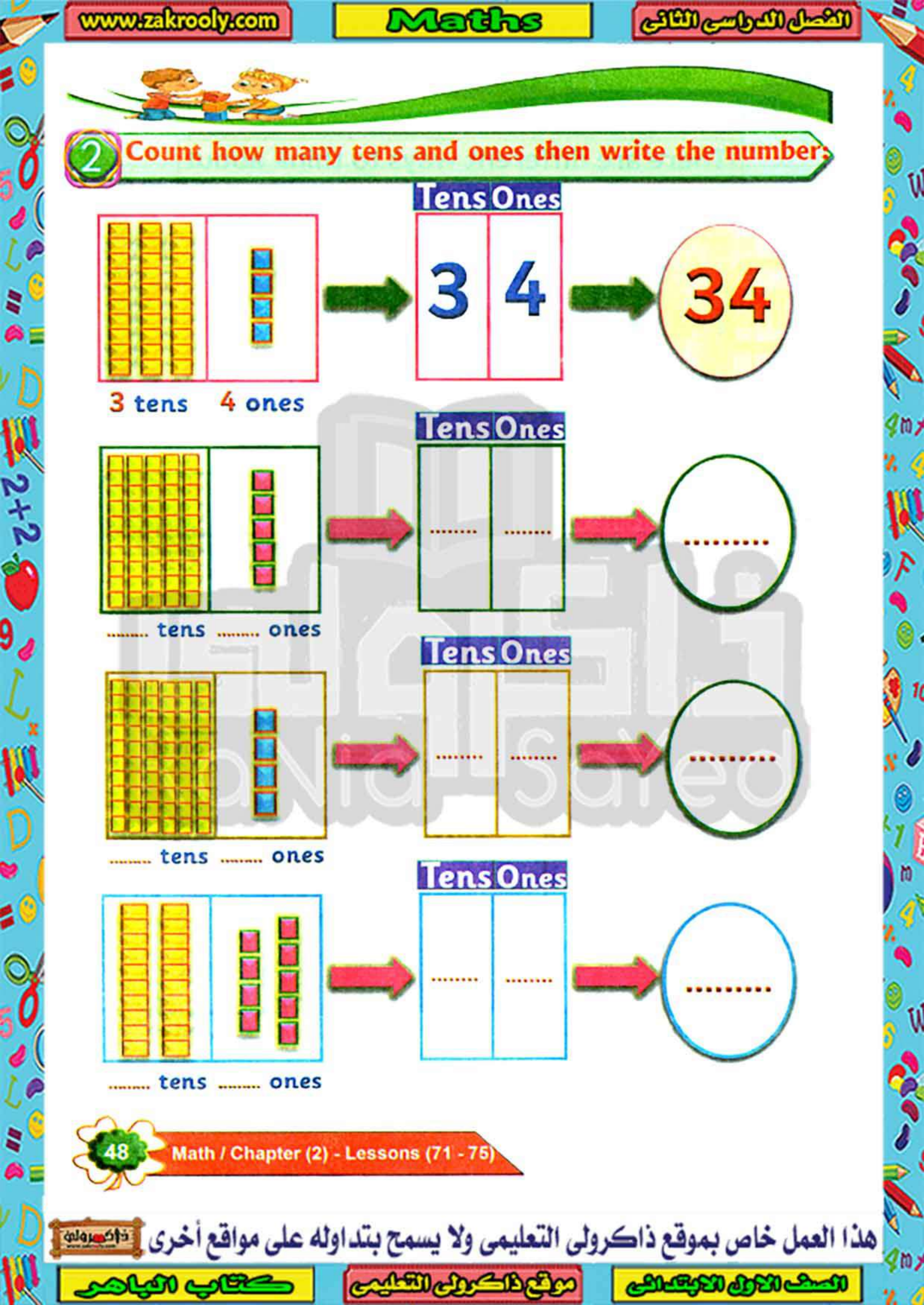
.... tens .... ones

.... + ... = ...

Tens	Ones

.... tens .... ones

.... + ... = ...



2 Count how many tens and ones then write the number:

Tens	Ones	Number
3	4	34
....	....	....
....	....	....
....	....	....

3 tens 4 ones

.... tens .... ones

.... tens .... ones

.... tens .... ones



3 Write the number:

Tens	Ones	
5	4	54
6	3	....
7	2	....
4	3	....
6	5	....
7	0	....

4 Write the tens and ones:

	Tens	Ones
54	......	......
40	......	......
25	......	......
6	......	......
67	......	......
96	......	......

5 Complete:

43 = 4 tens , 3 ones

56 = ... tens, ... ones

74 = ... tens, ... ones

60 = ... tens, ... ones

7 = ... tens, ... ones

6 tens , 3 ones = 63

7 tens , 9 ones = ...

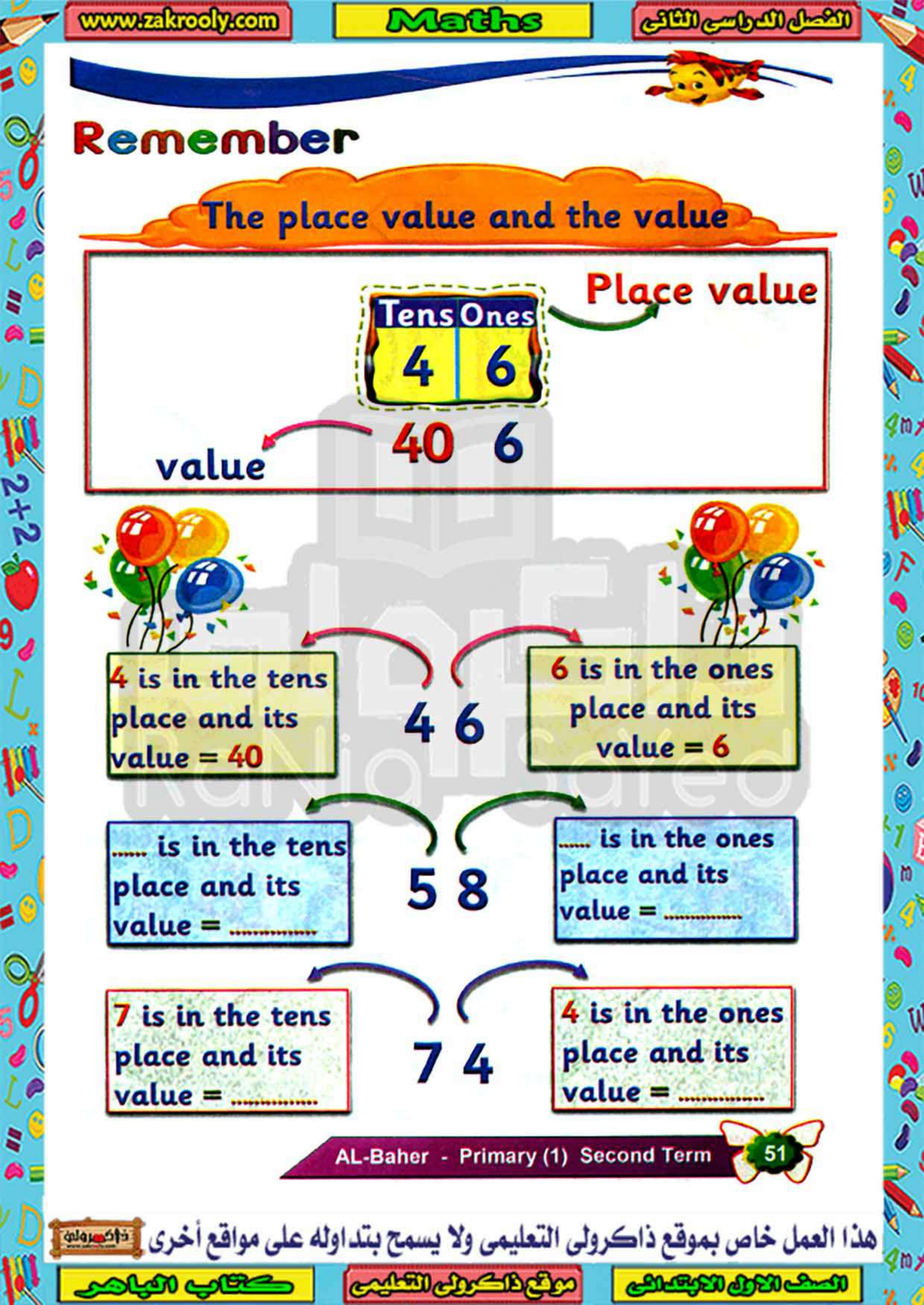
8 tens , 8 ones = ...

4 tens , 0 ones = ...

0 tens , 6 ones = ...

6 Complete:

	The place value	The value
35	Tens	30
65	....	....
76	....	....
79	....	....
90	....	....
17	....	....
78	....	....
83	....	....
50	....	....



Remember

The place value and the value

Tens	Ones
4	6

Place value

40 6

value

4 is in the tens place and its value = 40

4 6

6 is in the ones place and its value = 6

...... is in the tens place and its value = ...

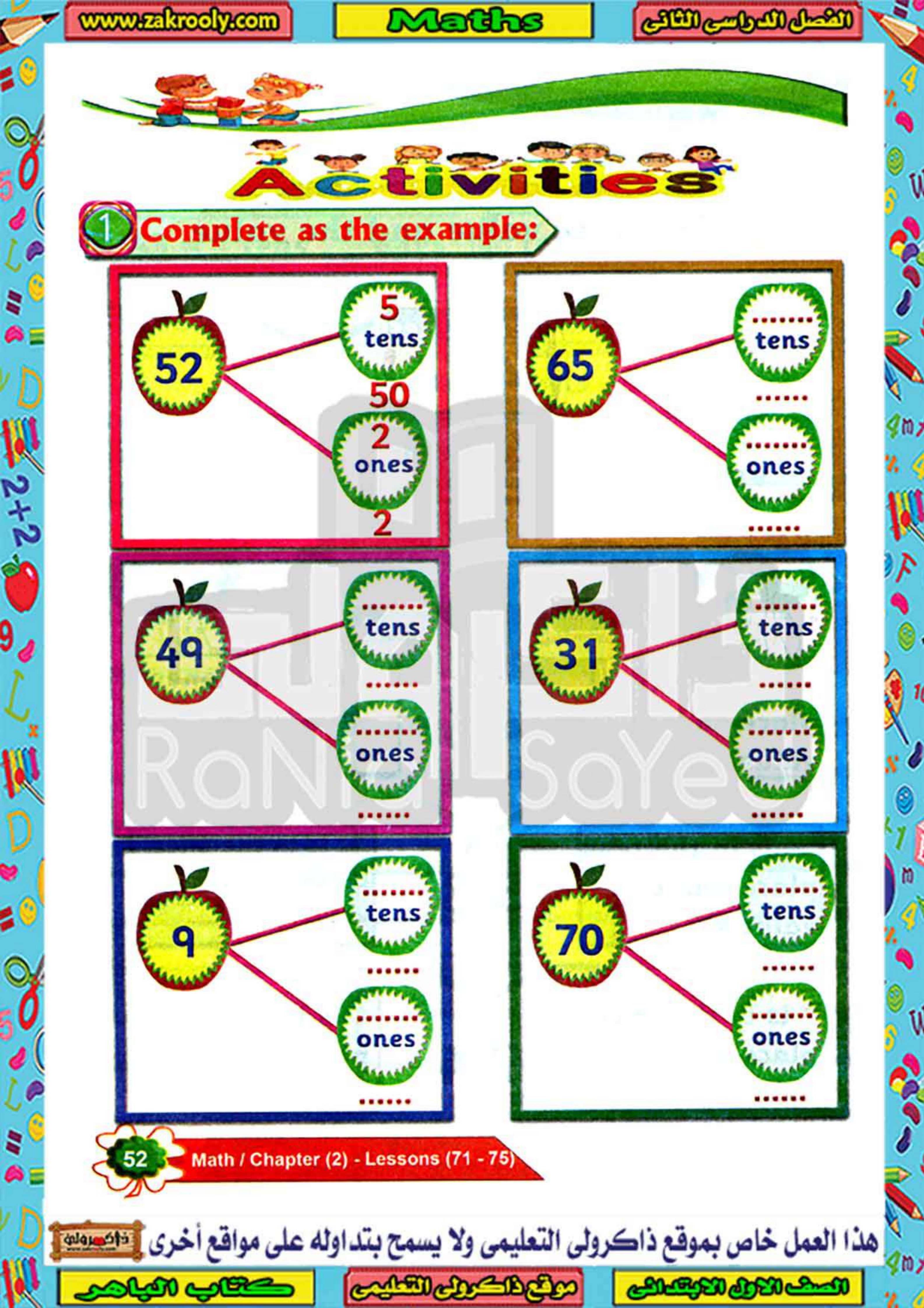
5 8

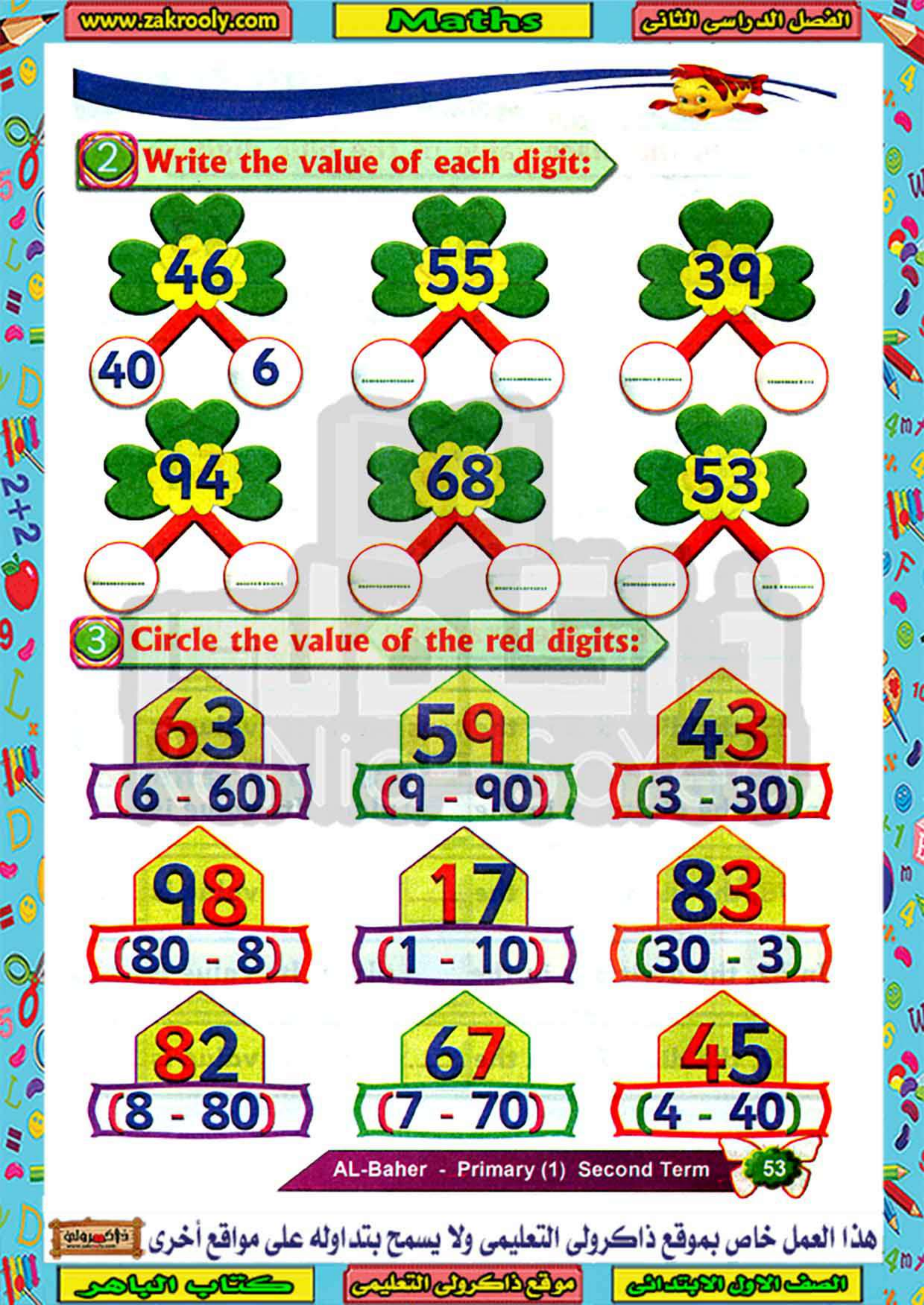
...... is in the ones place and its value = ...

7 is in the tens place and its value = ...

7 4

4 is in the ones place and its value = ...


Activities
Complete as the example:
52
5
tens
50
2
ones
2
65
tens
......
ones
......
49
tens
......
ones
......
31
tens
......
ones
......
9
tens
......
ones
......
70
tens
......
ones
......

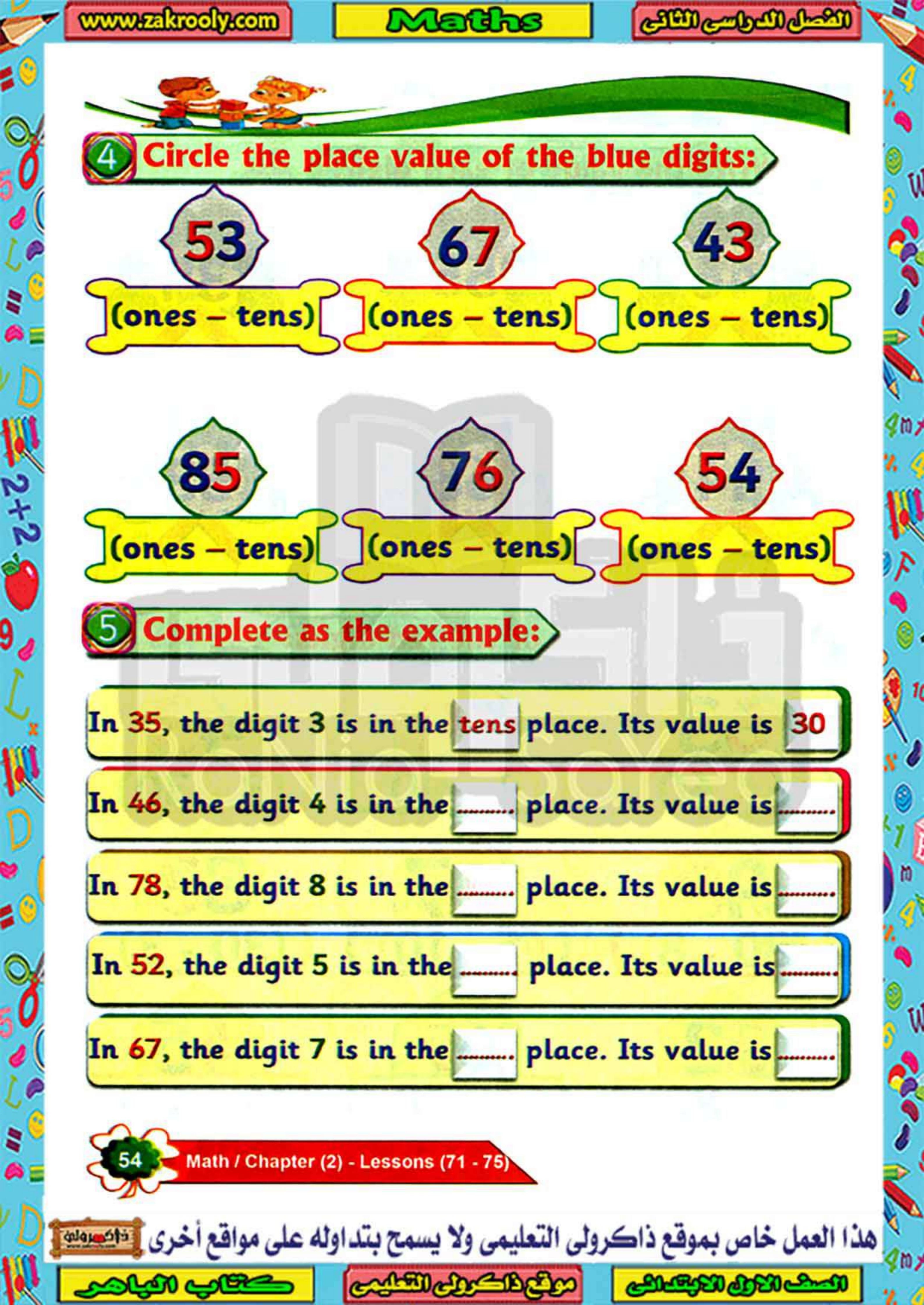


2 Write the value of each digit:

Number	Tens	Ones
46	40	6
55	....	....
39	....	....
94	....	....
68	....	....
53	....	....

3 Circle the value of the red digits:

Number	Choices
63	(6 - 60)
59	(9 - 90)
43	(3 - 30)
98	(80 - 8)
17	(1 - 10)
83	(30 - 3)
82	(8 - 80)
67	(7 - 70)
45	(4 - 40)



4 Circle the place value of the blue digits:

53	67	43
(ones – tens)	(ones – tens)	(ones – tens)

85	76	54
(ones – tens)	(ones – tens)	(ones – tens)

5 Complete as the example:

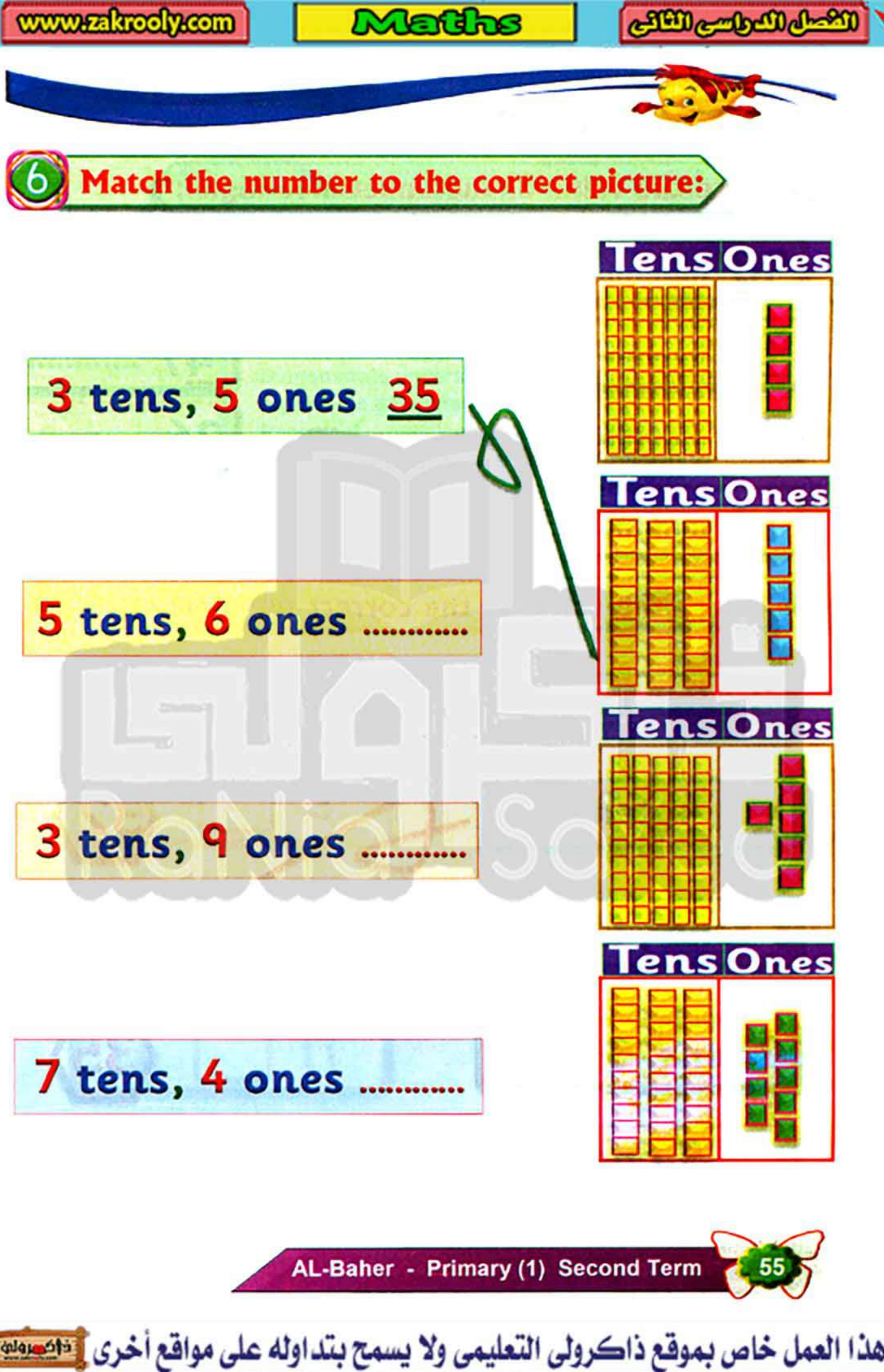
In 35, the digit 3 is in the tens place. Its value is 30

In 46, the digit 4 is in the .... place. Its value is ....

In 78, the digit 8 is in the .... place. Its value is ....

In 52, the digit 5 is in the .... place. Its value is ....

In 67, the digit 7 is in the .... place. Its value is ....



6 Match the number to the correct picture:

3 tens, 5 ones 35

5 tens, 6 ones ....

3 tens, 9 ones ....

7 tens, 4 ones ....



7 Write the value of the underlined digits:

90	22 ....
95	47 ....
78	36 ....
17	85 ....

8 Match the value to the correct number:

3 tens, 5 ones	9
4 tens	32
3 tens , 2 ones	40
2 tens, 3 ones	35
9 ones	23



Lessons (76 - 77) Comparing two-digit numbers

Outcomes

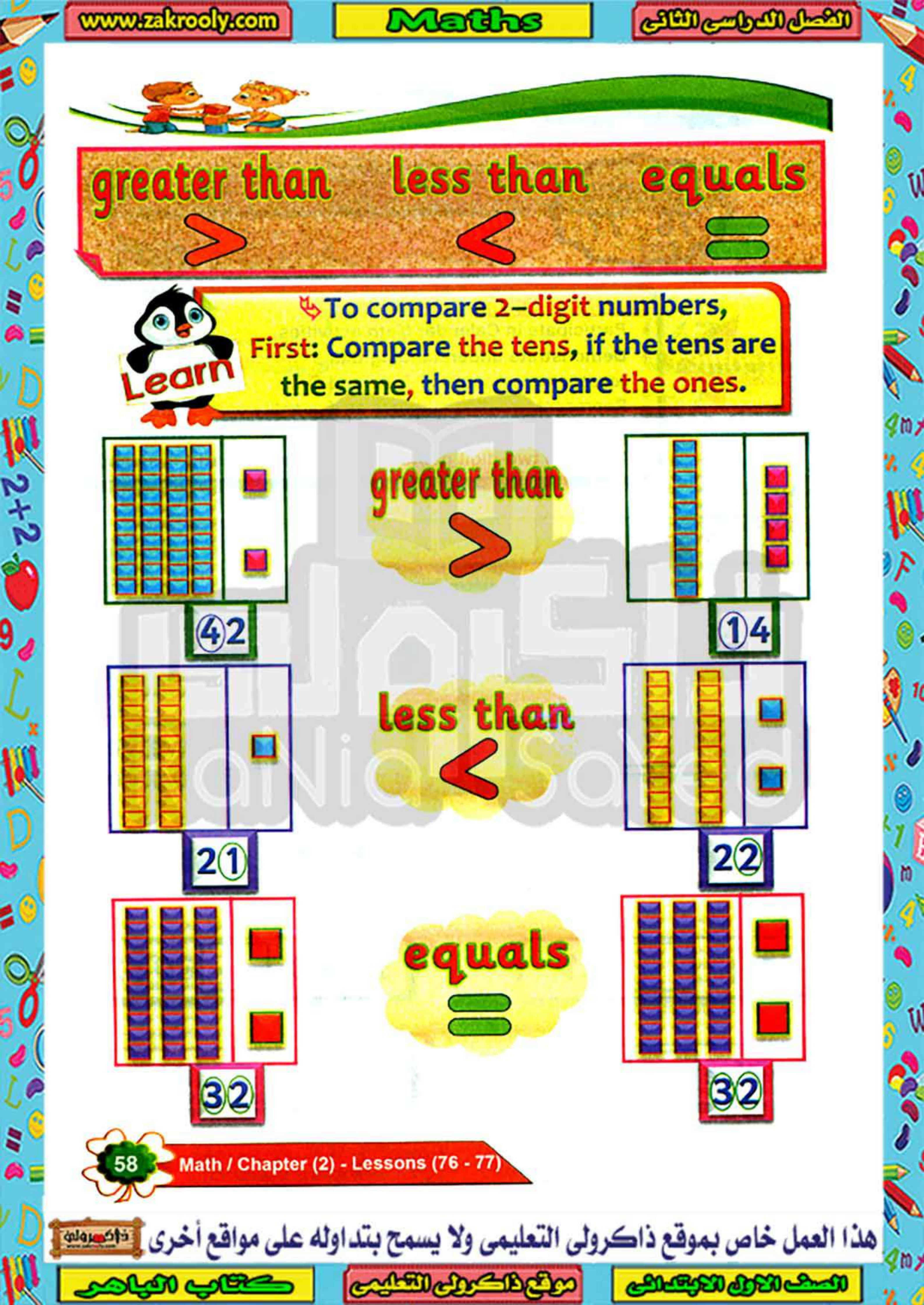
Students will:

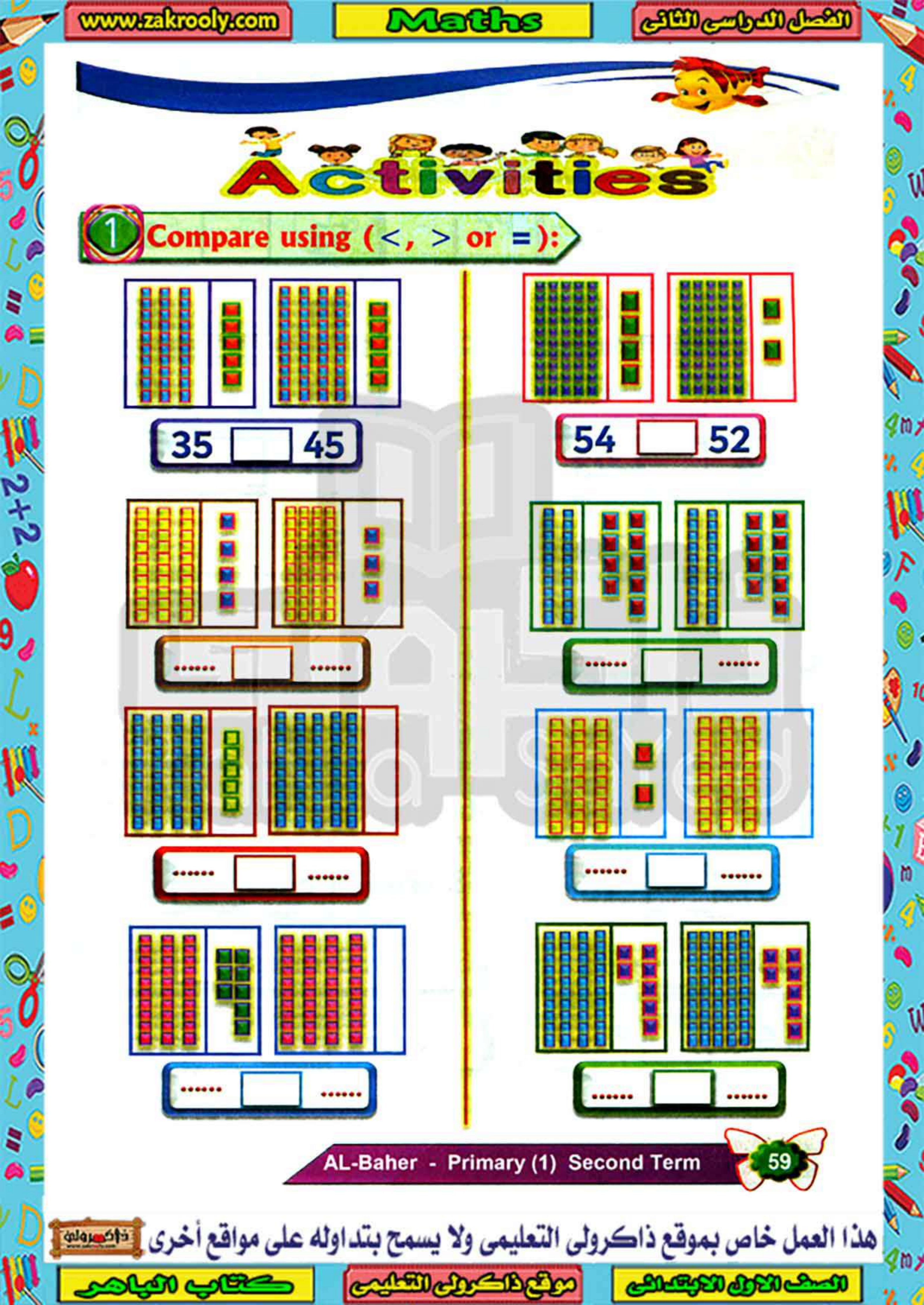
- Participate in Calendar Math activities.
- Demonstrate understanding that a two-digit number represents amounts of Tens and Ones.
- Represent two-digit numbers as a quantity of Tens and Ones.
- Determine the value of each digit in a two-digit number.
- Compare two-digit numbers using the >, <, and = symbols

Compare using (>, < or =):

5	☐	7
6	☐	3
9	☐	8
11	☐	11
twelve	☐	10 + 1

23	☐	32
12	☐	twelve
10 +10 +10	☐	30
20 + 3	☐	30+2
50	☐	49+1


greater than
>
less than
<
equals
=
Learn
To compare 2-digit numbers,
First: Compare the tens, if the tens are the same, then compare the ones.
42
greater than
>
14
21
less than
<
22
32
equals
=
32



Activities

1 Compare using (<, > or =):

35 ☐ 45

54 ☐ 52

...... ☐ ......

...... ☐ ......

...... ☐ ......

...... ☐ ......

...... ☐ ......

...... ☐ ......



2 Compare using (>, < or =):

43	☐	52
62	☐	43
79	☐	69
32	☐	23
44	☐	44
53	☐	32
29	☐	30
44	☐	49
19	☐	90
58	☐	85

3 Compare using (>, < or =):

37	☐	30+7
43	☐	40+6
50+5	☐	15
30+3	☐	33
70+8	☐	80+7
6 tens, 4 ones	☐	46
6 tens	☐	4 tens, 8 ones
8 tens, 9 ones	☐	88
5 tens, 3 ones	☐	35
7 ones	☐	2 tens

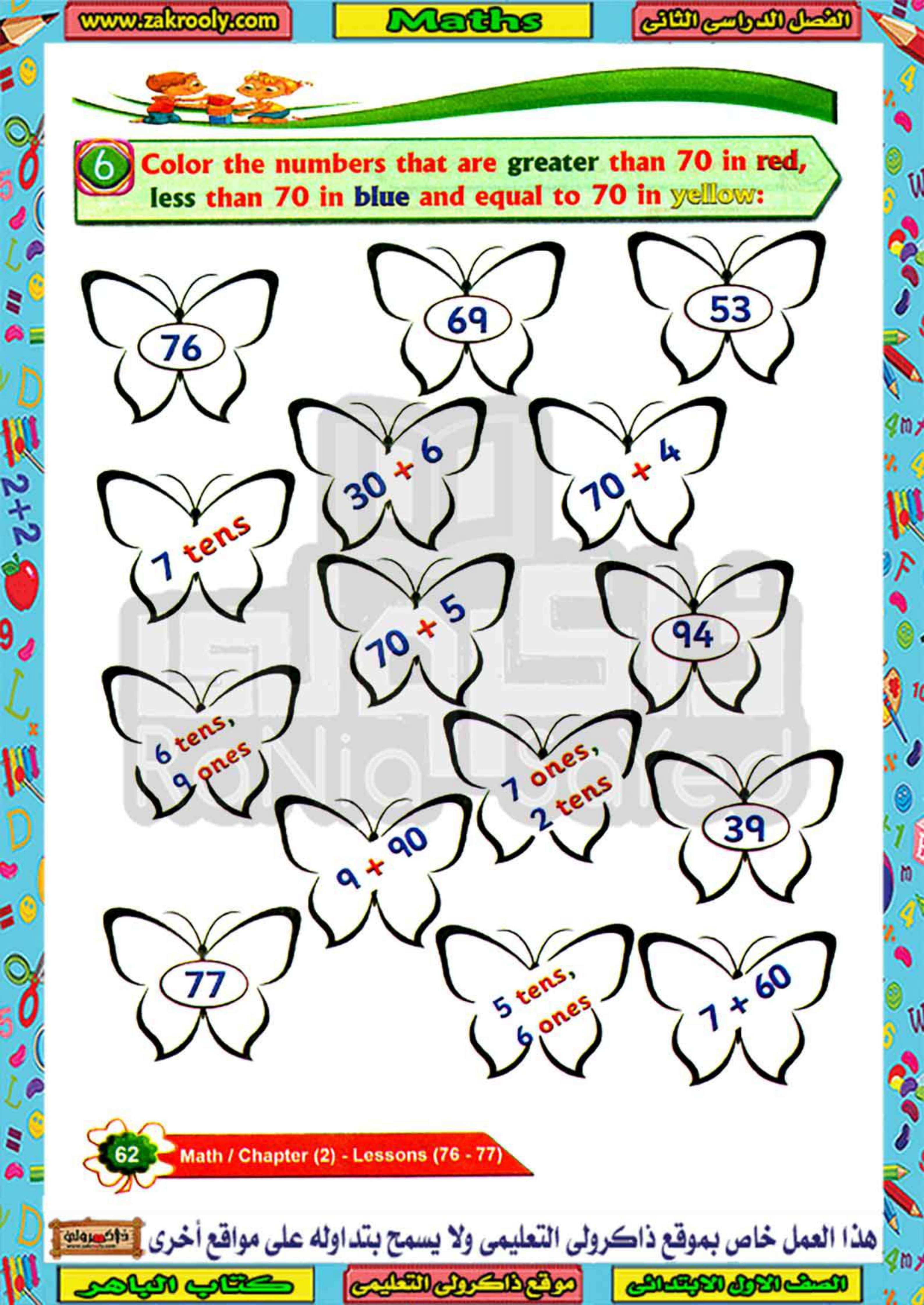


4 Choose the correct answer:

61 >	(62 – 59 – 73 – 82)
76 <	(75 – 90 – 59 – 63)
99 = ...	(98 – 76 – 100 – 90 + 9)
.... < 63	(63 – 79 – 64 – 52)
.... > 60	(5 tens – 7 ones – 7 tens – 30)

5 Complete:

- .... is less than 57
- 53 is greater than ....
- .... is equal to 29
- 25 is less than ....
- .... is greater than 30
- 30 is less than ....
- .... is equal to 41
- 40 + 4 is equal to ....
- .... is less than 18
- 3tens, 2ones is less than .....
- .... is equal to 30 + 2
- 24 is less than ....



6 Color the numbers that are greater than 70 in red, less than 70 in blue and equal to 70 in yellow:



Lessons (78 - 79) Ordering four or more two-digit numbers

Outcomes

Students will:

- Participate in Calendar Math activities.
- Use the place value to compare two-digit numbers.
- Order four or more two-digit numbers from least to greatest and greatest to least.

Circle the greatest numbers:

23	42	21	12
56	76	9	19
36	37	27	37
48	95	53	35

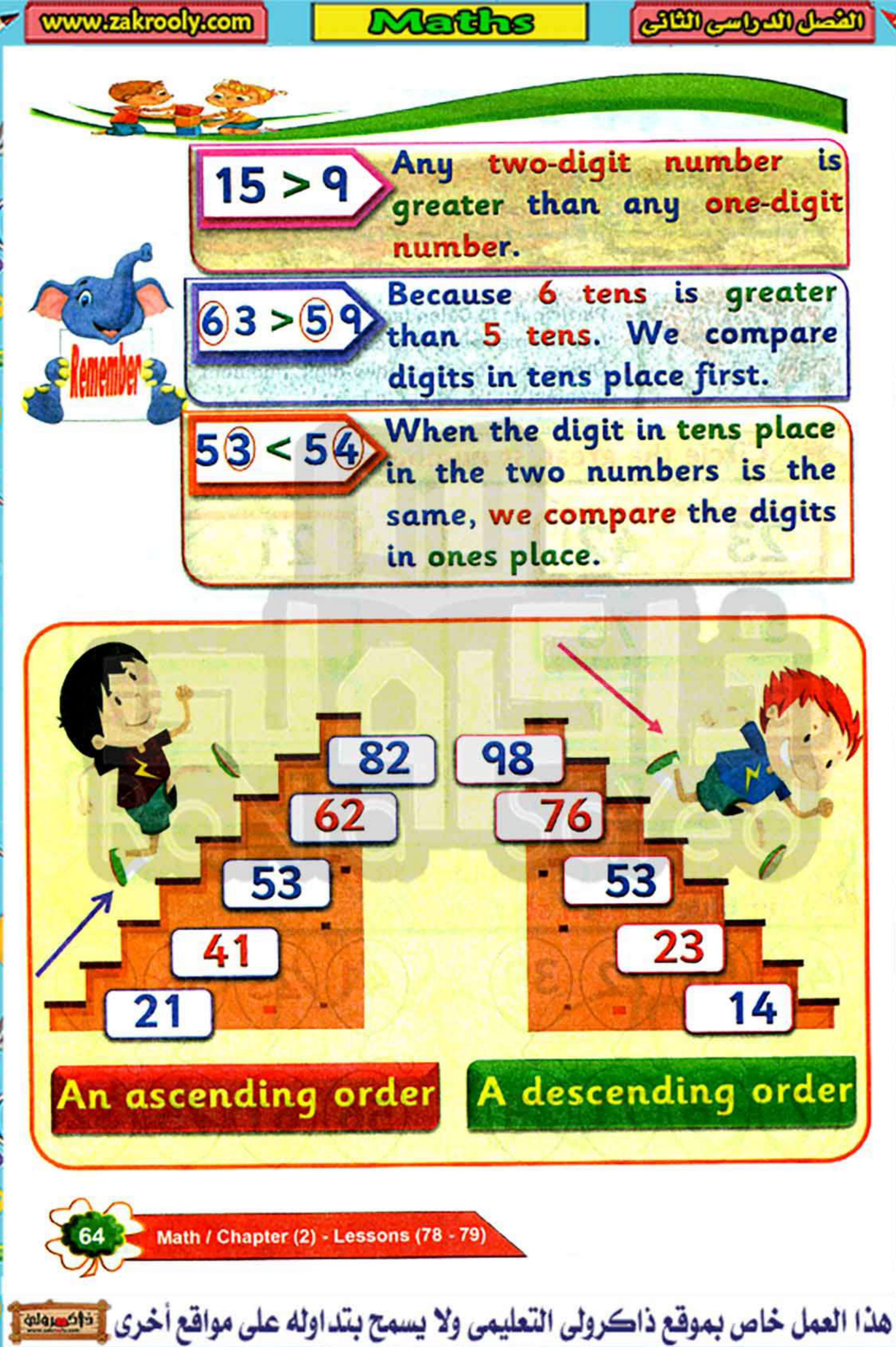
Color the greatest number in red and the least in blue in each set:

43 56 72 39

41 23 56 17

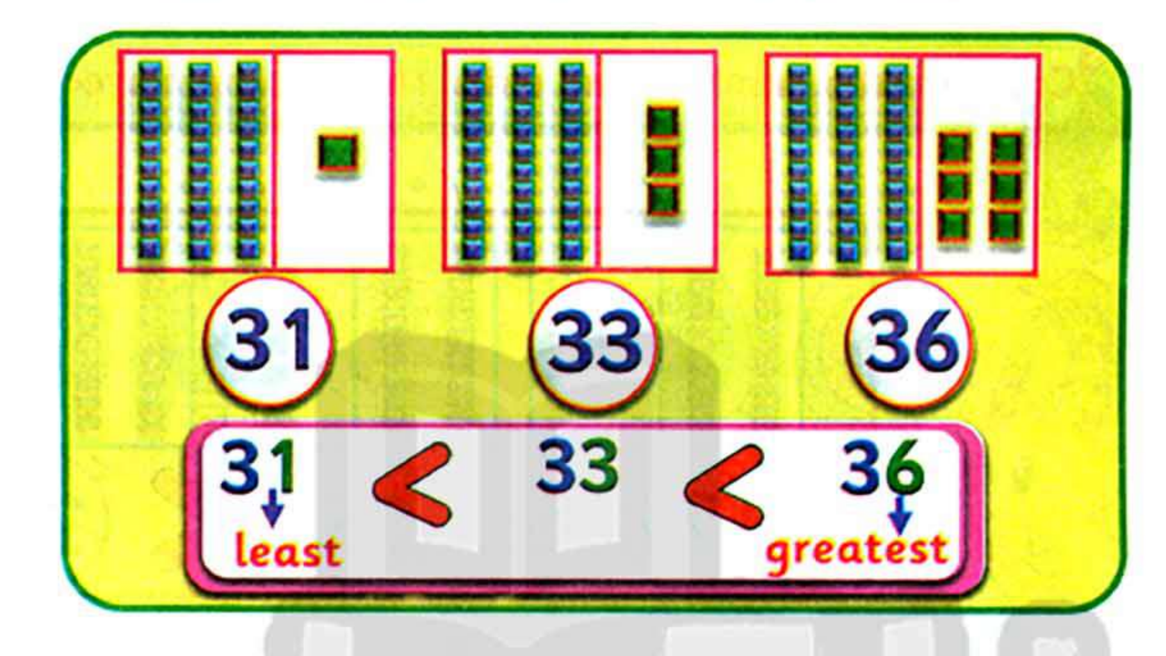
7 18 71 39

56 61 75 32

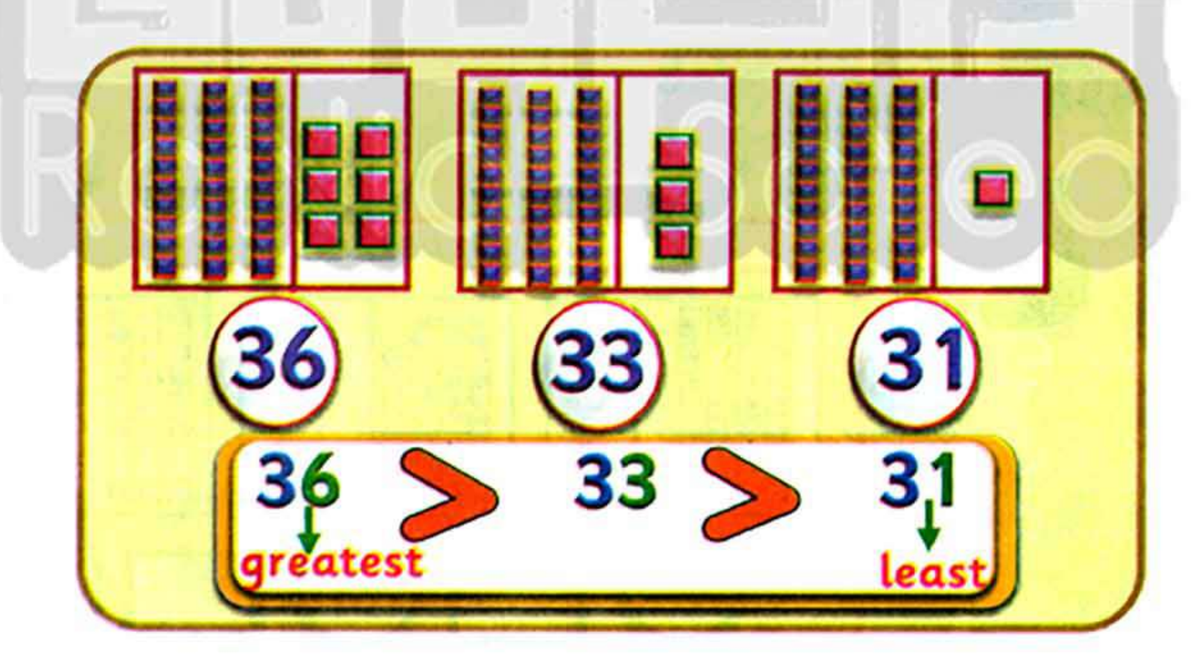

Remember
15 > 9
Any two-digit number is greater than any one-digit number.
63 > 59
Because 6 tens is greater than 5 tens. We compare digits in tens place first.
53 < 54
When the digit in tens place in the two numbers is the same, we compare the digits in ones place.
21
41
53
62
82
98
76
53
23
14
An ascending order
A descending order



You can order numbers from the least to the greatest:



You can order numbers from the greatest to the least:







Activities

1 Compare the numbers and write them in the correct order:

21 < 25 < 27

..... ☐ ..... ☐ .....

..... ☐ ..... ☐ .....





2 Write the numbers in the correct order:



26 > 25 > 23

greatest least



.... > .... > ....

greatest least



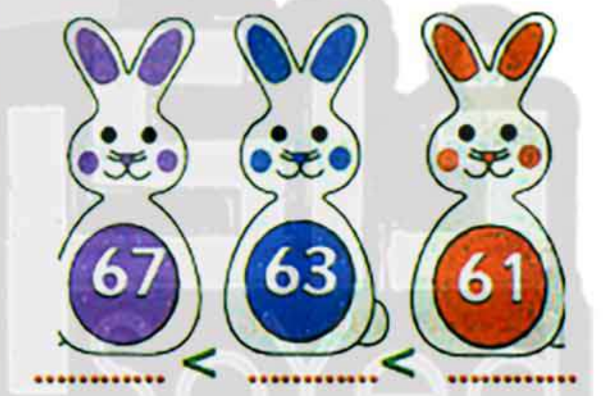
.... < .... < ....

least greatest



.... > .... > ....

greatest least



.... < .... < ....

least greatest



.... > .... > ....

greatest least



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Maths
الفصل الدراسى الثانى
3 Write the numbers in order from the least to the greatest:
36 52 43
.... < .... < ....
47 52 65
.... < .... < ....
45 22 56
.... < .... < ....
56 22 44
.... < .... < ....
14 5 36
.... < .... < ....
72 35 64
.... < .... < ....
4 Write the numbers in order from the greatest to the least:
54 34 76
.... > .... > ....
25 73 47
.... > .... > ....
33 43 23
.... > .... > ....
15 13 22
.... > .... > ....
45 53 14
.... > .... > ....
56 77 95
.... > .... > ....
68
Math / Chapter (2) - Lessons (78 - 79)
هذا العمل خاص بموقع ذاكرولى التعليمى ولا يسمح بتداوله على مواقع أخرى
كتاب الباهر
موقع ذاكرولى التعليمى
الصف الاول الابتدائى



5 Write the numbers in an ascending order:

21 , 32 , 56 , 43 .... , ... , ... , ...

36 , 52 , 37 , 59 .... , ... , ... , ...

15 , 25 , 7 , 19 .... , ... , ... , ...

6 Write the numbers in a descending order:

36 , 21 , 54 , 93

....

43 , 52 , 42 , 15

....

67 , 39 , 8 , 18

....

65 , 47 , 58 , 13

....



Lesson (80)

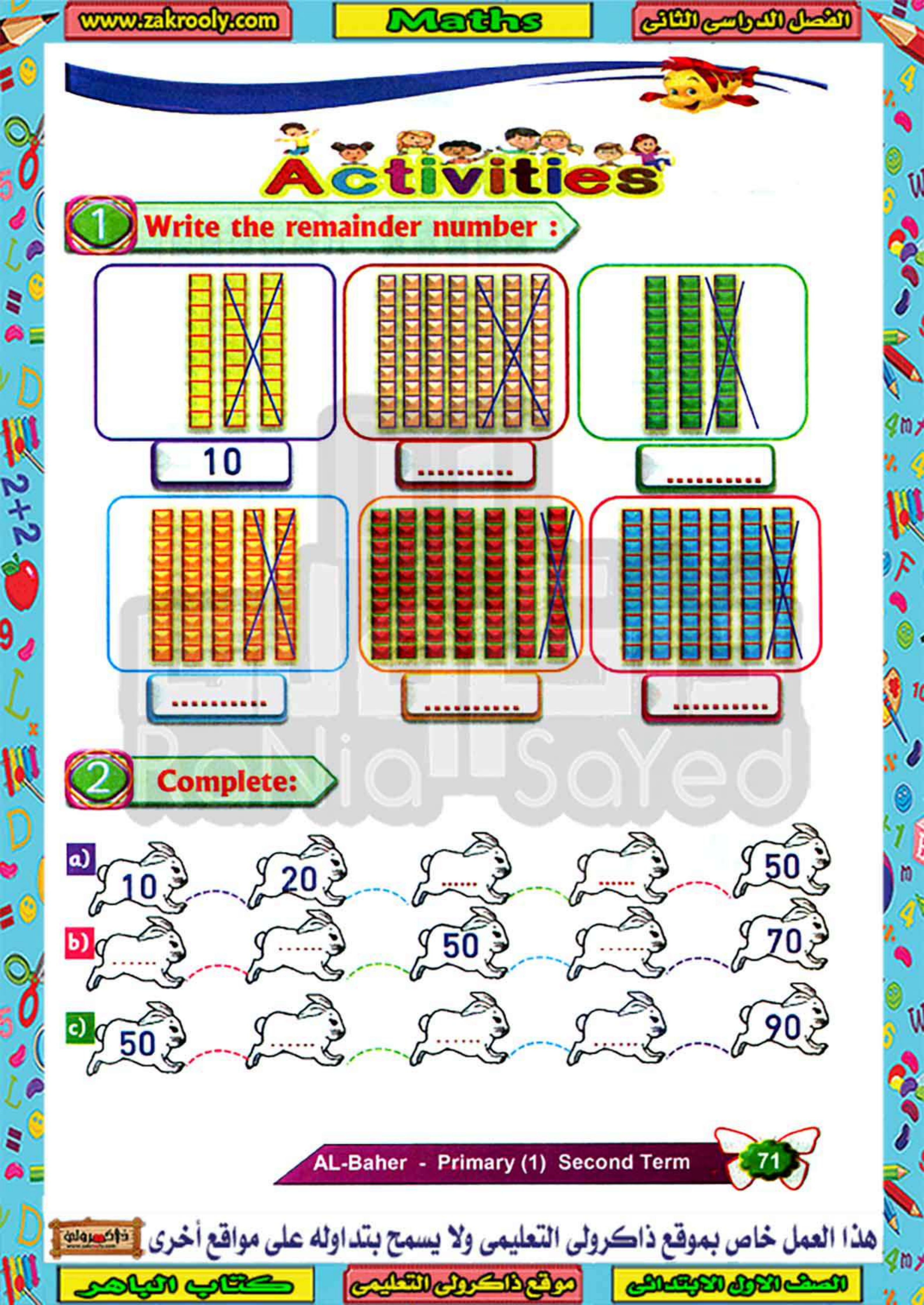
Subtracting Multiples of 10 from multiples of 10

Outcomes

Students will:

- Participate in Calendar Math activities.
- Subtract multiples of 10 from multiples of 10.
- Apply multiple strategies to solve subtraction problems.
- Skip count 10 up to 90

Multiples of ten:



Activities

1 Write the remainder number :

10 | .... | ....

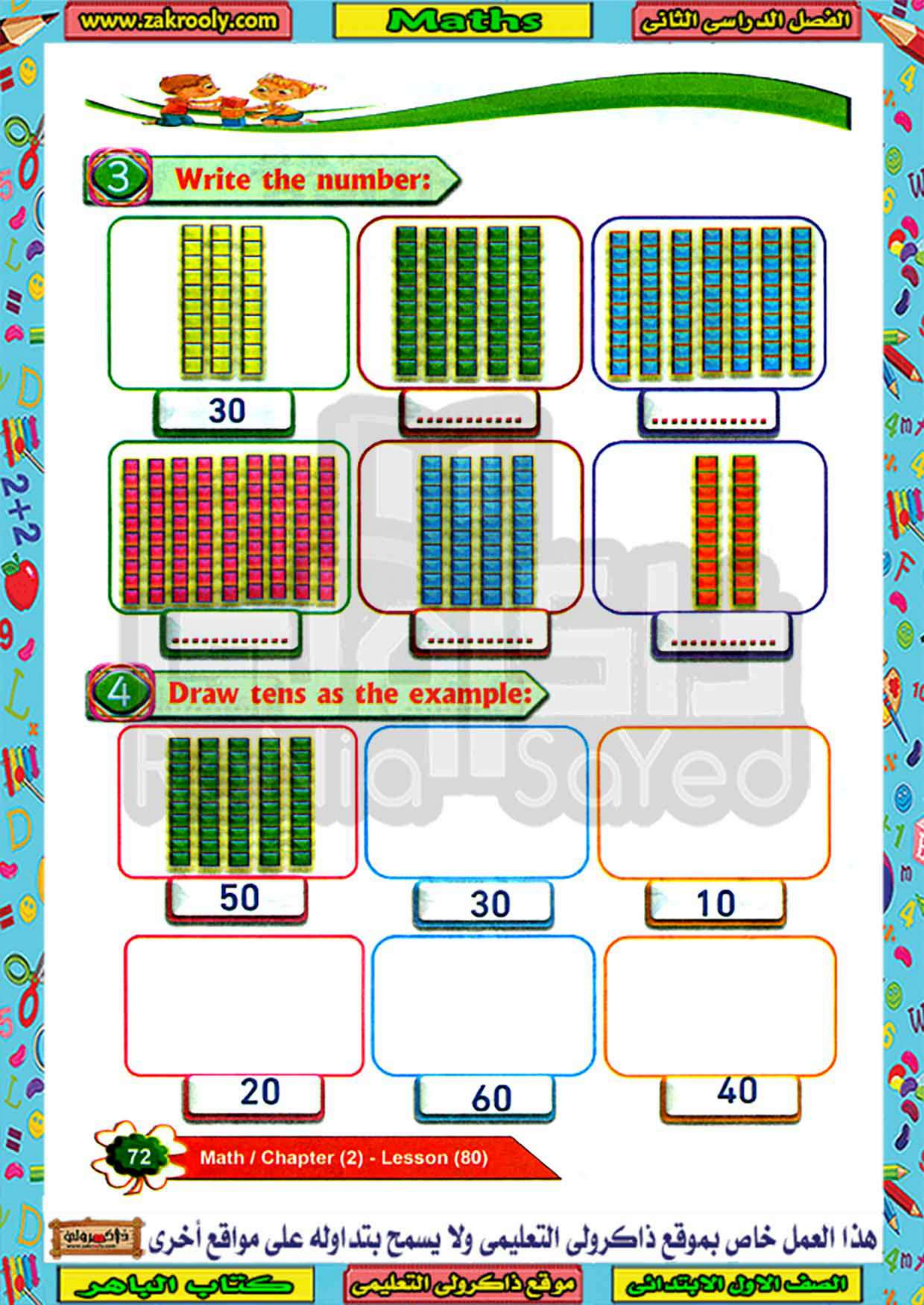
.... | .... | ....

2 Complete:

a) 10 — 20 — ...... — ...... — 50

b) ...... — ...... — 50 — ...... — 70

c) 50 — ...... — ...... — ...... — 90



3 Write the number:

30

....

....

....

....

....

4 Draw tens as the example:

50

30

10

20

60

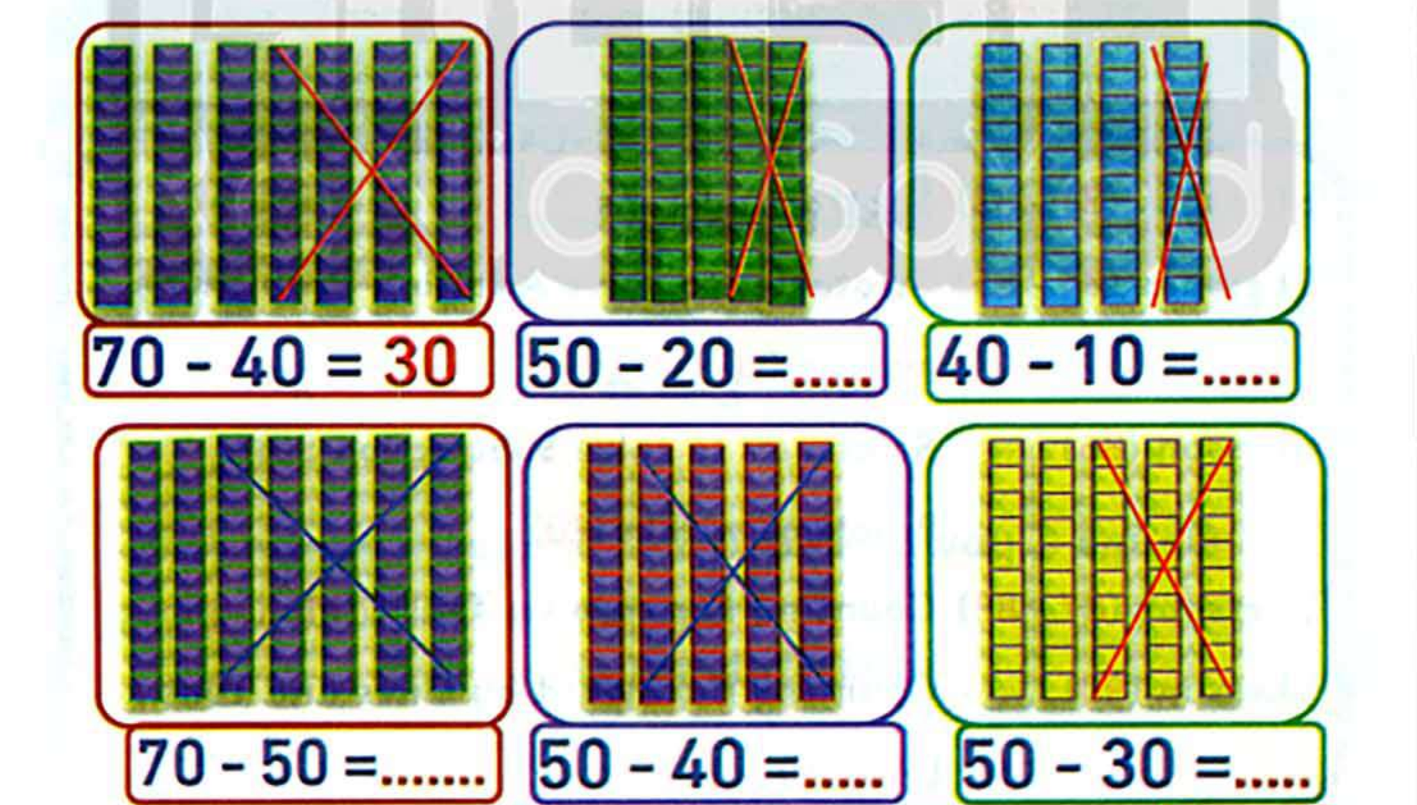
40



5 Color all multiples of 10 up to 100 on the 100 chart:

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

6 Subtract tens as the example:



70 - 40 = 30

50 - 20 =.....

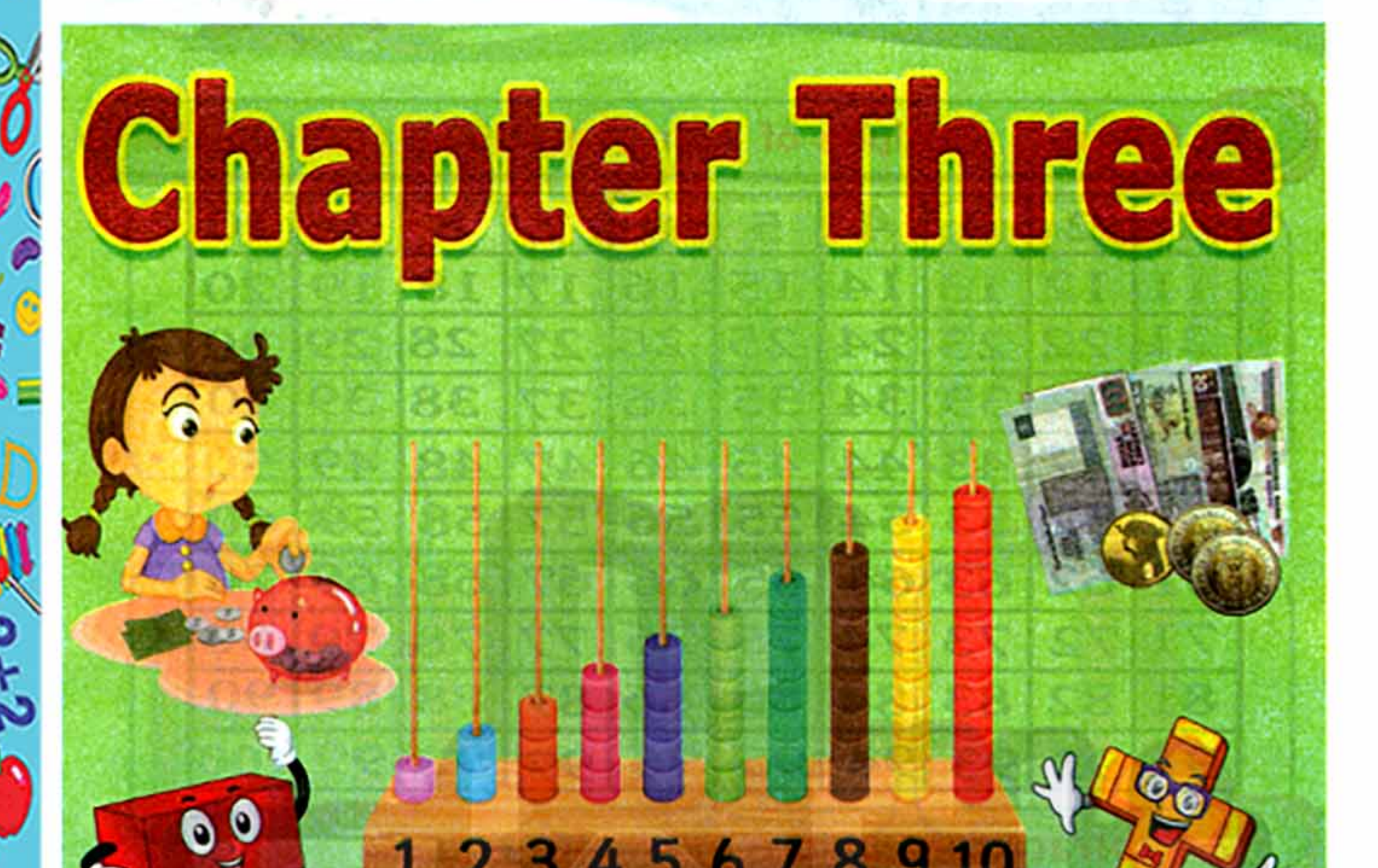
40 - 10 =.....

70 - 50 =.......

50 - 40 =.....

50 - 30 =.....

Chapter Three



- Lessons (81 - 83) Subtracting Tens
- Lessons (84 - 85) Strategies to solve Addition Problems within (20)
- Lesson (86) Strategies to solve Subtraction Story Problems within (20)
- Lessons (87 - 89) Counting Forward by Tens / (Money)
- Lesson (90) Counting Backward by Ones and Tens / (Money)



Lessons (81 - 82 - 83)

Subtracting Tens



Students will:
- Participate in Calendar Math activities.
- Subtract multiples of 10 from multiples of 10 within 90.
- Apply place value concepts to solve subtraction problems.

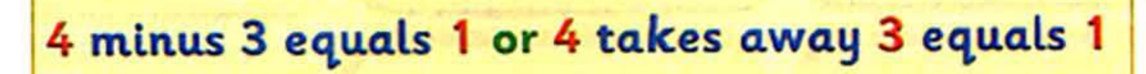


Subtract the following:

6 – 2 =.......	7 – 7 =.......	5 – 3 =.......
5 – 2 =.......	9 – 5=.......	5 – 1=.......
9 – 7 =.......	7 – 4 =.......	3 – 2 =.......







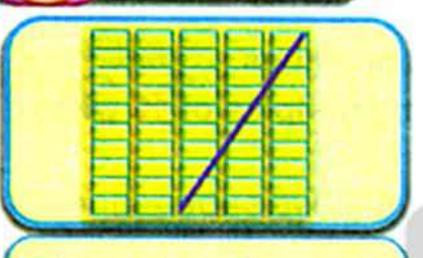
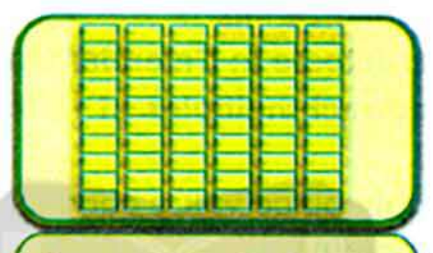
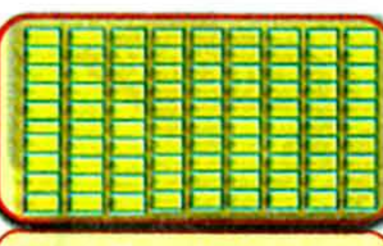
1 is the difference





Activities

1 Subtract:

5 tens – 3 tens
= 2 tens = 20

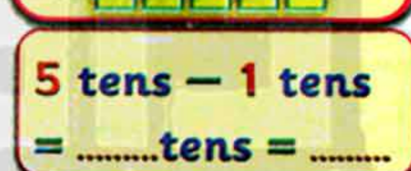
6 tens – 2 tens
= ....tens = ...

9 tens – 7 tens
= ....tens = ...



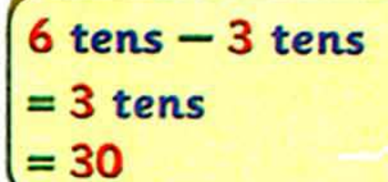

3 tens – 3 tens
= ....tens = ...

7 tens – 2 tens
= ....tens = ...



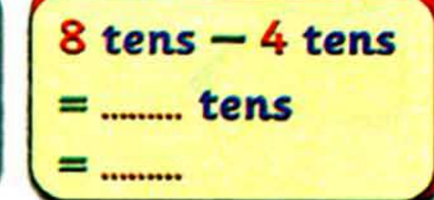
5 tens – 1 tens
= ....tens = ...

2 Subtract:



6 tens – 3 tens
= 3 tens
= 30

5 tens – 2 tens
= .... tens
= ....



8 tens – 4 tens
= .... tens
= ....

7 tens – 5 tens
= .... tens
= ....

4 tens – 1 tens
= .... tens
= ....

9 tens – 4 tens
= .... tens
= ....

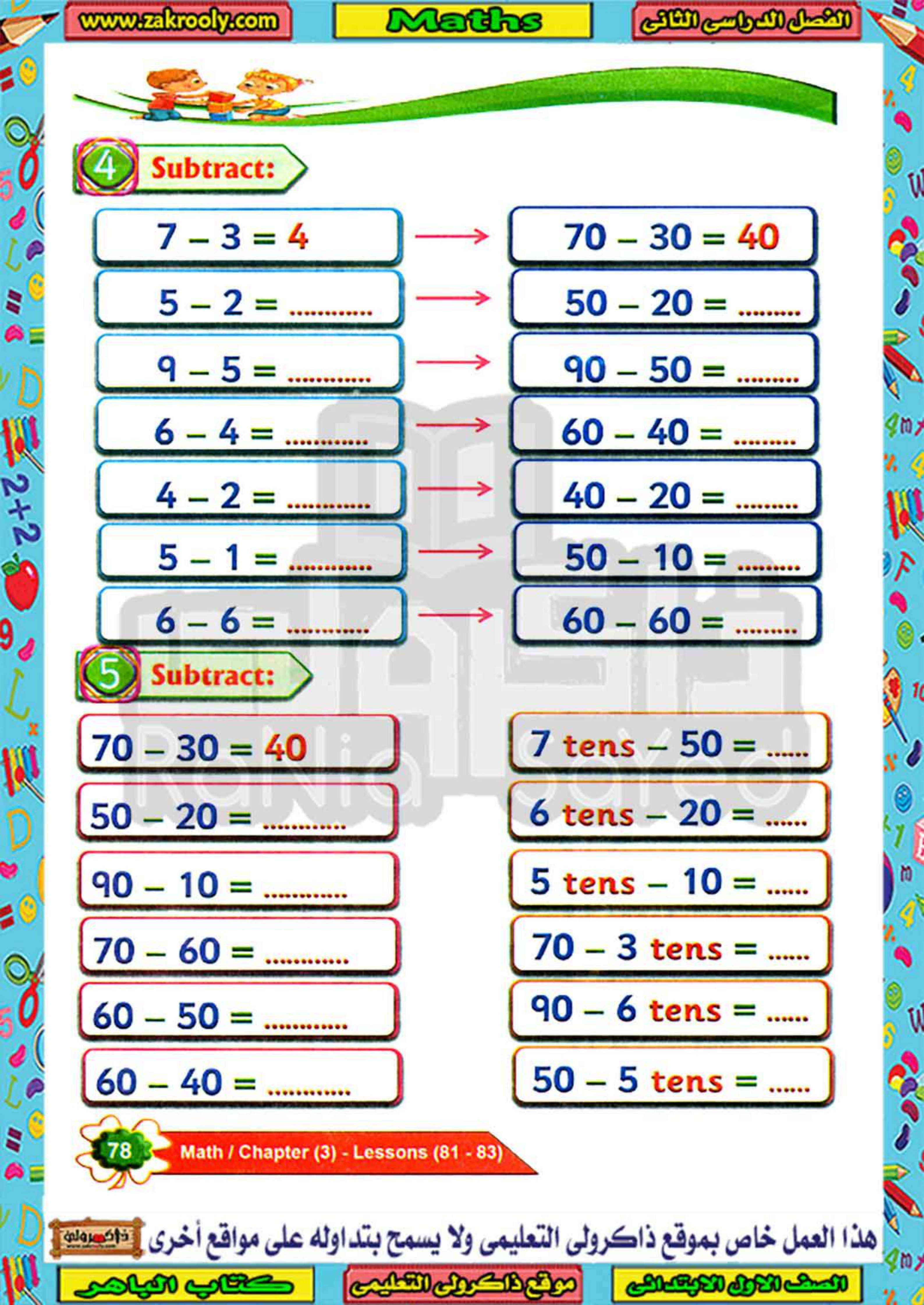




7 tens − 7 tens	3 tens − 2 tens	7 tens − 2 tens
= .... tens	= .... tens	= .... tens
=	=	= ....

3 Subtract:

60 → 6 tens − 30 → 3 tens 30 → 3 tens	50 → ...... tens − 40 → ...... tens ...... → ...... tens	80 → ...... tens − 40 → ...... tens ...... → ...... tens
70 → ...... tens − 20 → ...... tens ...... → ...... tens	60 → ...... tens − 40 → ...... tens ...... → ...... tens	50 → ...... tens − 30 → ...... tens ...... → ...... tens
40 → ...... tens − 30 → ...... tens ...... → ...... tens	70 → ...... tens − 10 → ...... tens ...... → ...... tens	60 → ...... tens − 60 → ...... tens ...... → ...... tens

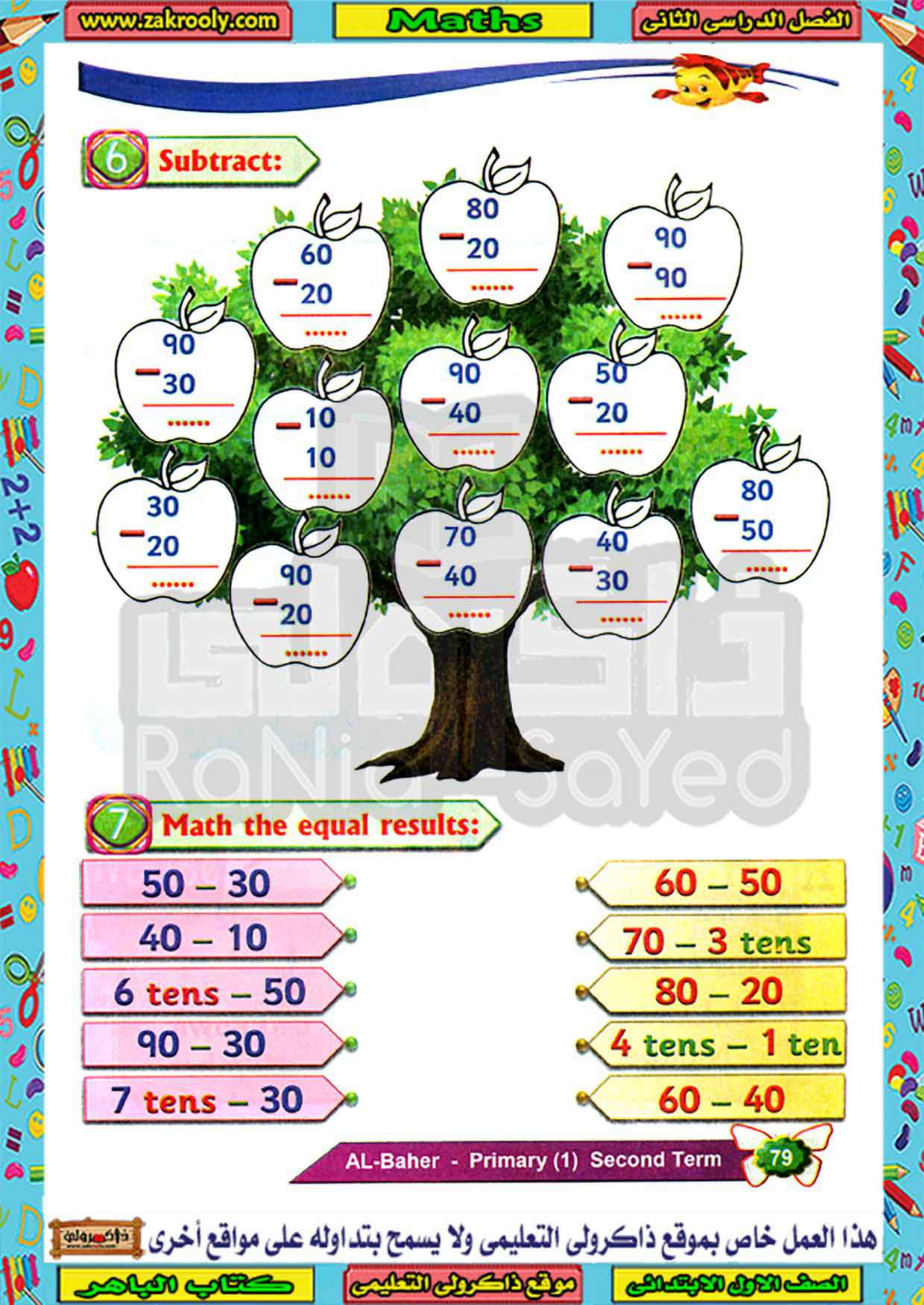


4 Subtract:

7 – 3 = 4	70 – 30 = 40
5 – 2 = ...	50 – 20 = ...
9 – 5 = ...	90 – 50 = ...
6 – 4 = ...	60 – 40 = ...
4 – 2 = ...	40 – 20 = ...
5 – 1 = ...	50 – 10 = ...
6 – 6 = ...	60 – 60 = ...

5 Subtract:

70 – 30 = 40	7 tens – 50 = ...
50 – 20 = ...	6 tens – 20 = ...
90 – 10 = ...	5 tens – 10 = ...
70 – 60 = ...	70 – 3 tens = ...
60 – 50 = ...	90 – 6 tens = ...
60 – 40 = ...	50 – 5 tens = ...



6 Subtract:

60 − 20 = ...	80 − 20 = ...	90 − 90 = ...	90 − 30 = ...
10 − 10 = ...	90 − 40 = ...	50 − 20 = ...	80 − 50 = ...
30 − 20 = ...	90 − 20 = ...	70 − 40 = ...	40 − 30 = ...

7 Math the equal results:

50 – 30	60 – 50
40 – 10	70 – 3 tens
6 tens – 50	80 – 20
90 – 30	4 tens – 1 ten
7 tens – 30	60 – 40

Lessons (84 - 85) Strategies to Solve Addition Problems within (20)

Outcomes

Students will:

- Participate in Calendar Math activities.
- Apply strategies to solve addition story problems within 20.
- Solve addition problems to find an unknown quantity.

Think:

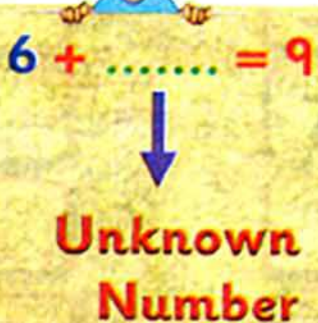
Sara had 7 pounds and her mother gave her some more pounds, now, Sara has 10 pounds, How much money did mother give her?

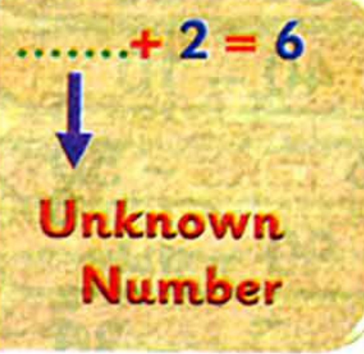
The problem is:

7 + ... = 10

Notice









Story problem

Story problem is a story that has a math problem inside it.

Example

Maria had 14 marbles. Her friend gave her some more marbles; now she has 18 marbles.

How many marbles did her friend give her?

The problem is: 14 + ...?..... = 18





1 2 3 4

Answer: 14 + 4 = 18



This strategy is called: (**Drawing picture**). Draw 14 circles to represent the marbles Maria started with; Below the 14 circles draw 18 circles to represent the total number of marbles line up the circle to know how many more circles.



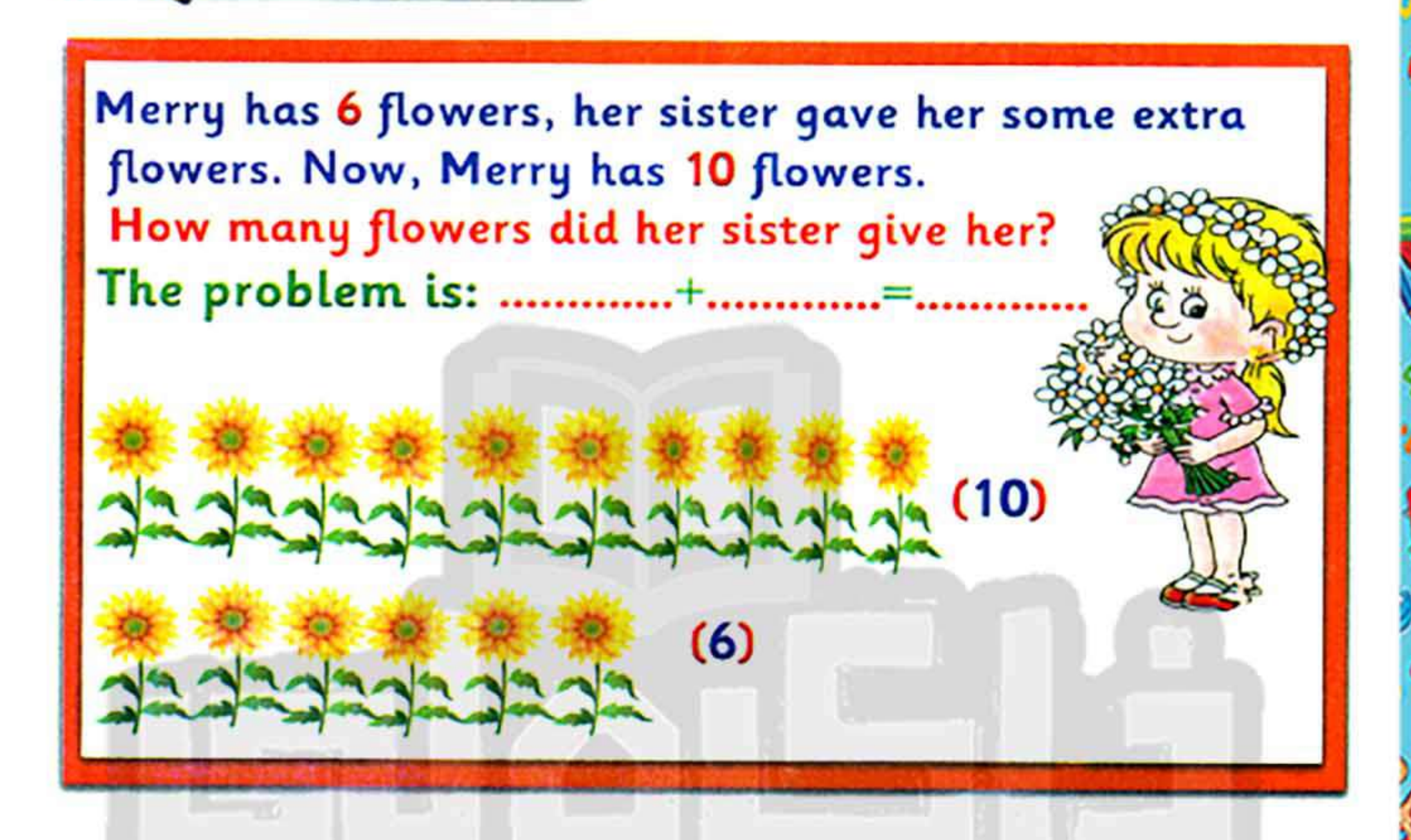


More problems:

Merry has 6 flowers, her sister gave her some extra flowers. Now, Merry has 10 flowers.

How many flowers did her sister give her?

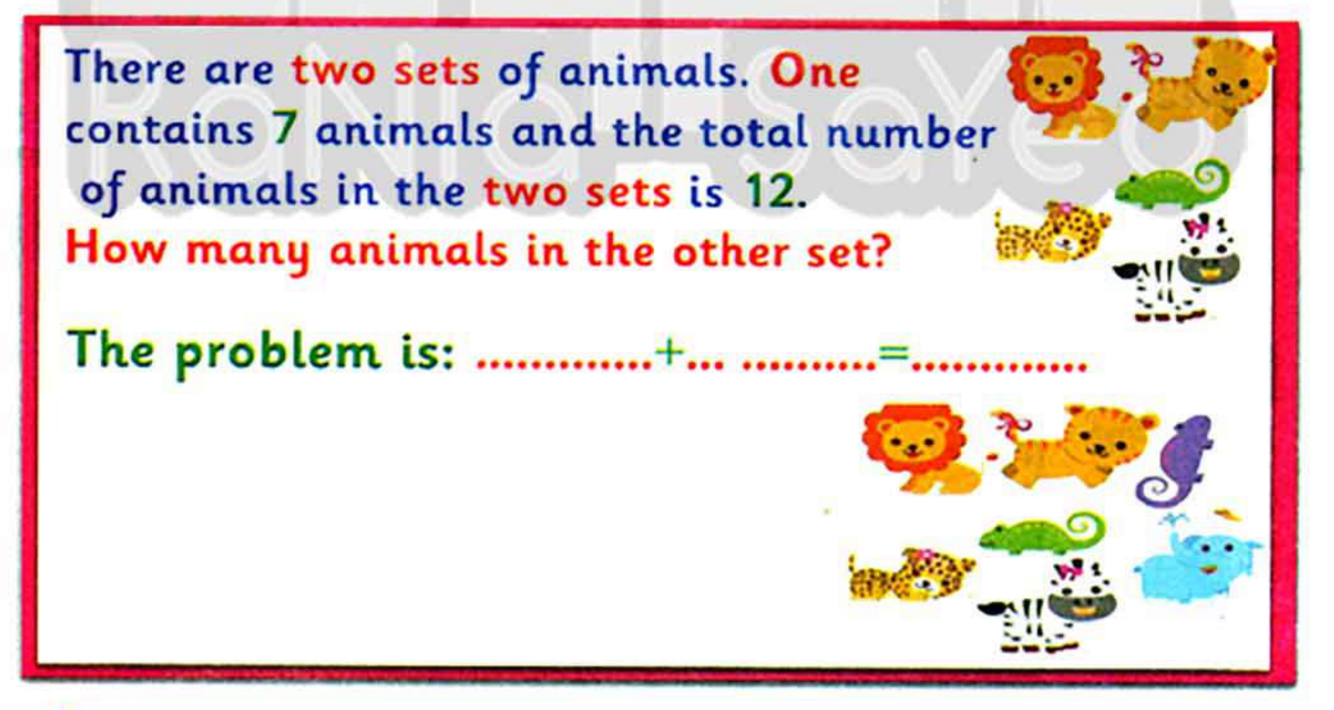
The problem is: ....+............=............



There are two sets of animals. One contains 7 animals and the total number of animals in the two sets is 12.

How many animals in the other set?

The problem is: ....+... ....=............





Remember ... Fact Families

8 + 7 = 15 → 15 - 7 = 8 → 15 - 8 = 7

Complete:

6 + 3 = 9 → 9 - 6 = ... → 9 - 3 = ...

7 + 5 = 12 → 12 - 5 = ... → 12 - 7 = ...

13 + 6 = 19 → 19 - 6 = ... → 19 - 13 = ...

13 + 7 = 20 → 20 - 7 = ... → 20 - 13 = ...

Another strategy to solve addition problems (Fact Families Strategy)

Dina invited 5 friends to a party, on Friday Dina invited more friends. Dina invited a total of 17 friends to her party.

How many friends did Dina invite on Friday?

The problem is: 5 + ... = 17

$$\begin{array}{r} 17 \\ - \quad 5 \\ \hline 12 \end{array}$$





1 Solve each of the following story problems:

Heba has 8 marbles. Her mother gave her more marbles, so the total number of marbles became 13.

Find number of marbles that mother gave Heba.

The problem is: ………… + ………… = …………



Soha has 8 pencils. She bought some extra pencils, the total number of pencils with Soha became 22.



How many pencils did she buy?

The problem is: ………… + ………… = …………



Shaza has 14 stamps. Her father gave her some more stamps. Now she has 19 stamps.

How many stamps did father give her?

The problem is: ………… + ………… = …………



A farmer watered 6 trees in a day. The next day he watered some more trees. The total number of the watered tress became 14. How many trees did the farmer water on the second day?

The problem is: ………… + ………… = …………





2 Write the missing numbers:

6 + ... = 9

5 + ... = 12

.... + 6 = 14

13 + ... = 18

6 + ... = 20

12 + ... = 15

.... + 13 = 20

9 + ... = 16

10 + ... = 19

16 + ... = 20

.... + 3 = 19

.... + 5 = 15

5 + ... = 15

13 + ... = 19

.... + 8 = 14

.... + 10 = 17

5 + ... = 15

13 + ... = 19

.... + 8 = 14

.... + 10 = 17

15 + ... = 15

11 + ... = 16

11 + ... = 20

13 + ... = 20





Lesson (86) Strategies to Solve Subtraction Story Problems within (20)



Students will:

- Participate in Calendar Math activities.
- Apply strategies to solve subtraction story problems within 20.
- Solve subtraction problems to find an unknown number.

Fill in the blank:

4 + ... = 6

.... − 4 = 6

5 + ... = 9

.... + 5 = 9

9 − .... = 6

.... − 1 = 2

5 − .... = 4

.... + 2 = 7

8 + ... = 10

.... − 2 = 6

6 − .... = 3

.... − 3 = 5

3 + ... = 7

10 − .... = 7





Drawing Pictures Strategy

A farmer had 12 sheep. During the night, some of the sheep escaped and now there are only 5 sheep left.

How many sheep escaped?

The problem is: 12 – ……………….. = 5





We can use Drawing Pictures Strategy

→ Draw 12 circles

→ Color 5 circles

→ Count the left circles, you will get the answer

12 - 5 = 7



Try yourself

12 birds were flying. Some landed on a tree. 5 birds are still flying.

How many birds landed on the tree?





Count On Strategy

Sherry had 19 pounds; she bought biscuits.
Now she has 11 pounds.
How much money did she pay for biscuits?
The problem is: 19 – .... = 11



➲We can use Count On Strategy.

➔ Count from the smaller number (11) to get (19).



Try yourself

Magy has 12 apples. She gave her sister some of them. 7 apples are left with her.

How many apples did Magy give to her sister?

12 – .... = 7







Activities

1 Solve each of the following story problems:

Hany has 12 bananas. He gave some of them to his brother and 7 bananas are left.
How many bananas did Hany give to his brother?



12 – .... = 7

There were 14 sheep in a field. Some of them escaped, the number of sheep became 7.
How many sheep escaped?



14 – .... = 7

2 Solve each of the following problems:

There are 15 eggs in a basket; some of them have been broken. 5 eggs are left. How many eggs have been broken?

15 – .... = 5

5 15

18 bees were flying, some of them went into the hive.
9 bees are still flying.
How many bees went into the hive?



18 – .... = 9

3 Write the missing number. Draw the suitable strategy:

1) 12 – .... = 9

2) 12 – .... = 8

3) 14 – .... = 7

4) 13 – .... = 5

5) 12 – .... = 6



Lessons (87 - 89) Counting Forward by Tens / Money

Outcomes

Students will:
- Count by ones and tens starting at any number.
- Apply strategies to add LE 1, LE 5 and LE 20 notes within 100 Egyptian pounds.
- Add two-digit and one-digit number.

Complete:

1, 2,....,....,....,....,....,....

5, 6,....,....,....,....,....,....

9, 10,....,....,....,....,....,....

23, 24,....,....,....,....,....,....

46, 47,....,....,....,....,....,....

27, 28,....,....,....,....,....,....

39, 40,....,....,....,....,....,....

87, 88,....,....,....,....,....,....



From the following chart, complete:

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

1, 11, 21, 31, 41, 51, 61, 71, 81, 91

3, 13, ..., ..., ..., ..., ..., ..., ..., ...

5, 15, ..., ..., ..., ..., ..., ..., ..., ...

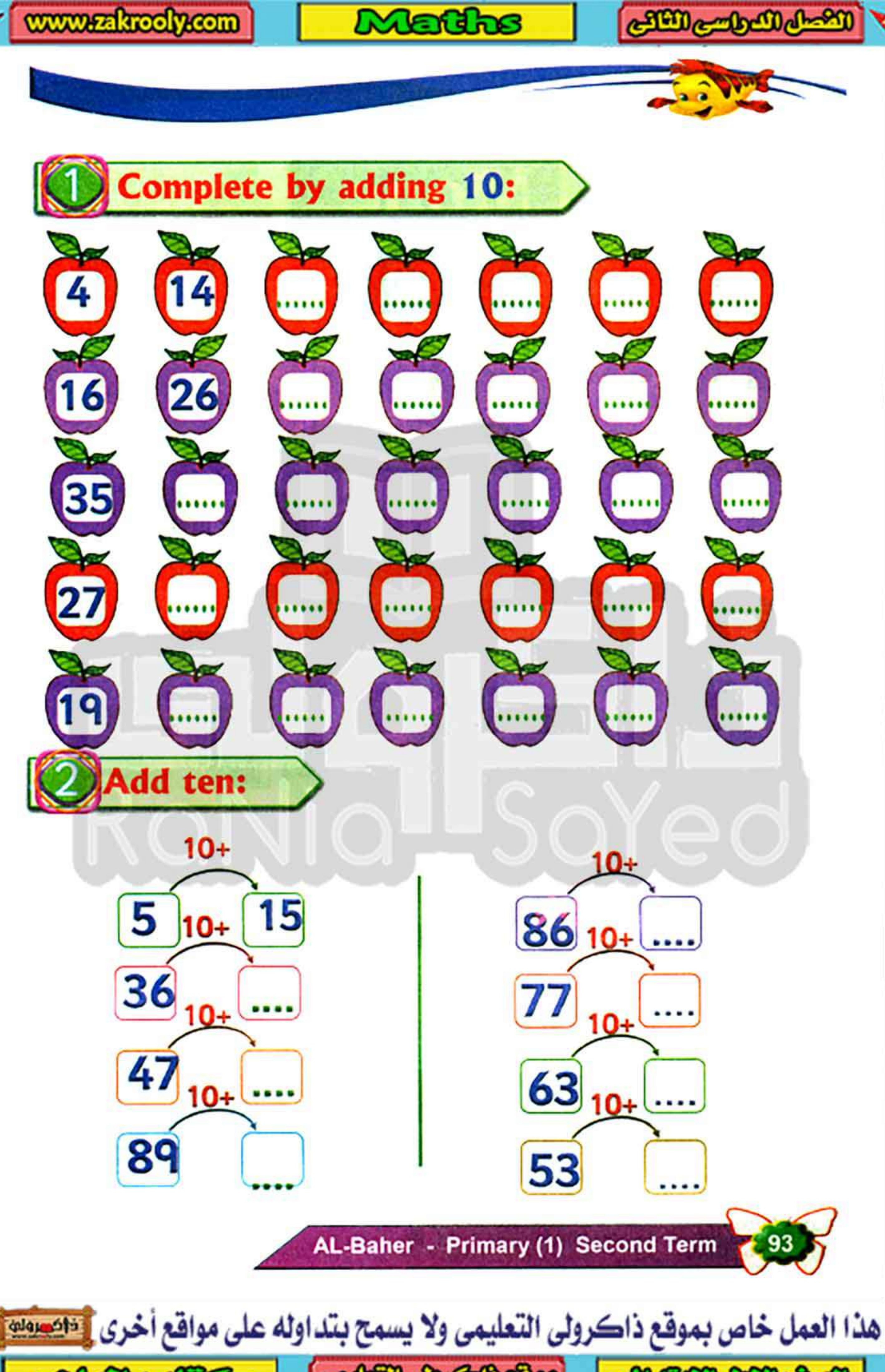
6, 16, ..., ..., ..., ..., ..., ..., ..., ...

9, 19, ..., ..., ..., ..., ..., ..., ..., ...

5, 15, 25, 35, 45, 55, 65, 75, 85, 95

Note

Each time we add (10), to the number, the tens place goes up by one, the ones place doesn't change.



1 Complete by adding 10:

4	14	......	......	......	......	......
16	26	......	......	......	......	......
35	......	......	......	......	......	......
27	......	......	......	......	......	......
19	......	......	......	......	......	......

2 Add ten:

5	10+	15	
36	10+	....	
47	10+	....	
89	10+	....	
86	10+	....	
77	10+	....	
63	10+	....	
53	10+	....	



Mone

LE 5 LE 20 LE 50

LE 5 =

LE 10 =

LE 20 =

LE 50 =


Activities
1 Match:
LE 20
LE 1
LE 50
LE 5
LE 10



2 Match the same notes:

3 Match the equal amounts of money:



4 Match:

LE 5

LE 10

LE 20

LE 50

5 Match each item to its price:





6 Write the price of each item:

	....
	....
	....
	....



7 Write the amount of money then compare using (> , < , =):

LE 35 < LE 37

.... ( ) ....

.... ( ) ....

.... ( ) ....



Lesson (90) Counting Backward by Ones and Tens / (Money)

Outcomes

Students will:

- Participate in Calendar Math activities.
- Subtract one-digit and two-digit numbers.
- Subtract amounts of money within LE loo.

Write the amount of each set of notes:

LE .... LE .... LE ....

LE .... LE .... LE ....

LE .... LE .... LE ....



Counting

Back by ones

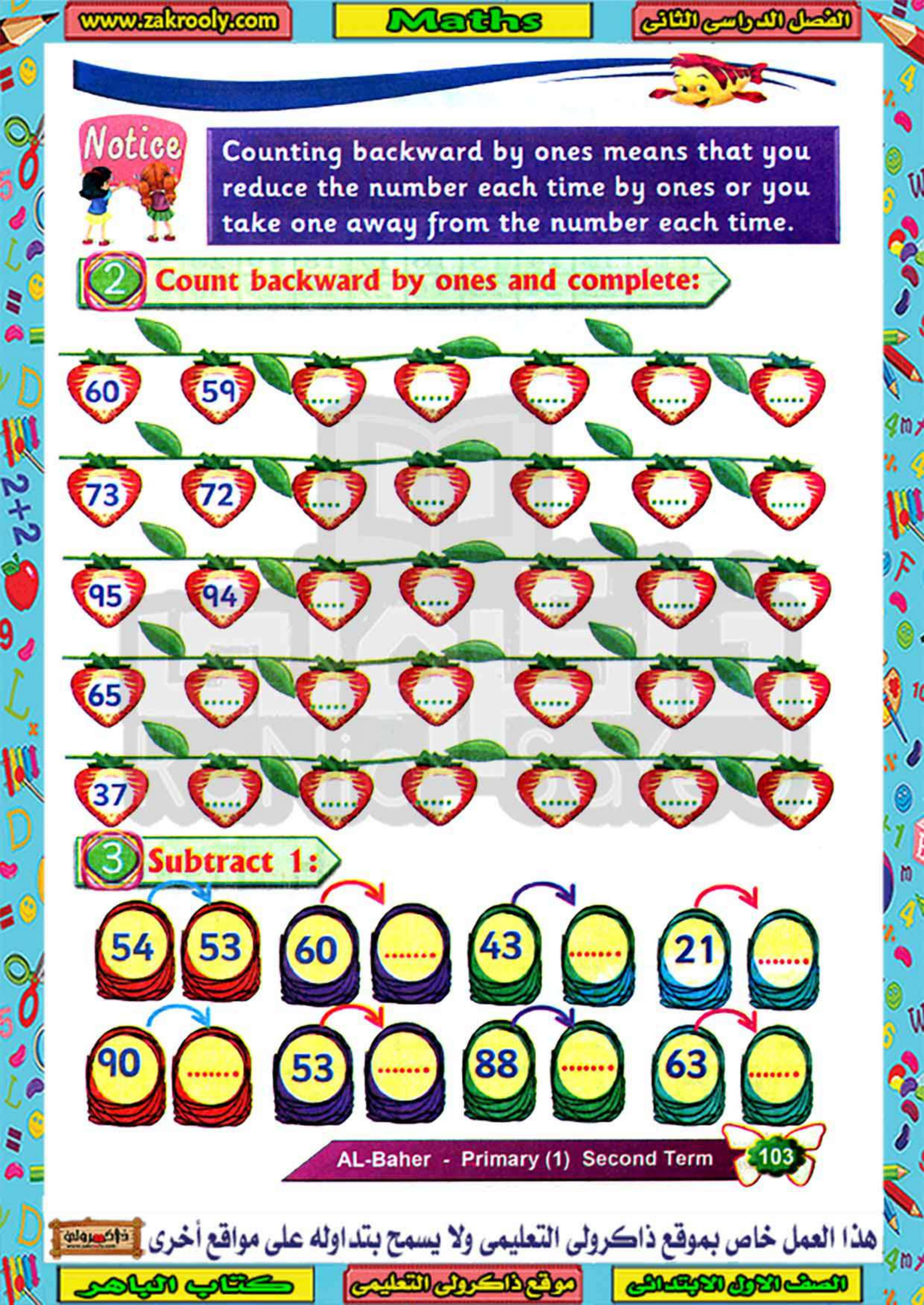
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Back by ones

Activities

1 Write the amount of each set of notes:

11	10	9	.....	.....	.....	.....	.....	.....	.....	.....
30	29	.....	.....	.....	.....	.....	.....	.....	.....	.....
50	49	.....	.....	.....	.....	.....	.....	.....	.....	.....
70	69	.....	.....	.....	.....	.....	.....	.....	.....	.....
100	99	.....	.....	.....	.....	.....	.....	.....	.....	.....



Notice

Counting backward by ones means that you reduce the number each time by ones or you take one away from the number each time.

2 Count backward by ones and complete:

60, 59, ..., ..., ..., ..., ...

73, 72, ..., ..., ..., ..., ...

95, 94, ..., ..., ..., ..., ...

65, ..., ..., ..., ..., ..., ...

37, ..., ..., ..., ..., ..., ...

3 Subtract 1:

54 → 53 | 60 → .... | 43 → .... | 21 → ....

90 → .... | 53 → .... | 88 → .... | 63 → ....



Counting backward by tens

Backward by ten

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Backward by ten

Notice

Counting backeward by ones means that you reduce the digit in tens place each time by one or you take (10) away from the number each time.

Activities

1 Count backward by tens and complete:

91	81	71	.....	.....	.....	.....	.....	.....	.....
93	83	.....	.....	.....	.....	.....	.....	.....	.....
98	88	.....	.....	.....	.....	.....	.....	.....	.....
96	86	.....	.....	.....	.....	.....	.....	.....	.....



2 Count backward by tens and complete:

100	90	.....	.....	.....
74	64	.....	.....	.....
42	.....	.....	.....	.....
56	.....	.....	.....	.....
65	.....	.....	.....	.....

3 Subtract 10:

45 —10 less→ 35	82 —10 less→ ....
23 —10 less→	32 —10 less→ ....
26 —10 less→	92 —10 less→ ....
77 —10 less→	65 —10 less→ ....


Money



Activities

1 Subtract:

LE 50 – LE 30 = LE 20

LE 60 – LE10 = LE.....

LE 100 – LE 40 = LE ....

LE 40 – LE 10 = LE ....

LE 70 – LE 20 = LE ....



2 Match the correct amounts:

3 Match:

LE 70 – LE 50	LE 50 – LE 20
LE 60 – LE 30	LE 40 – LE 30
LE ٩0 – LE 10	LE 100 – LE 20
LE 100 – LE ٩0	LE 40 – LE 20



4 Solve the problems:

Ali has LE 100, he bought a ball for LE 40.

How much money does he have now?

The left = ... – .... = LE.........



Hady has LE 50, he bought a toy for LE 10.

What is the remainder with him?

The remainder = ... – .... = LE.........



Mona has LE 73, she lost one pound.

How much money left with Mona now?

The left =..............–...............= LE........



Saher has LE 82, he gave his brother LE 20.

How much money left with Saher now?

The left =.............–..............= LE........





Chapter Four

TEN

- Lessons (91 - 92) Subtracting multiples of 10 from two-digit numbers
  Two-dimensional shapes (2D shapes)
- Lessons (93 - 95) Strategies to solve Addition Problems within (20)
- Lessons (96 - 97) Subtracting Tens
- Lessons (98 - 100) Decomposing a number within 10 in two parts

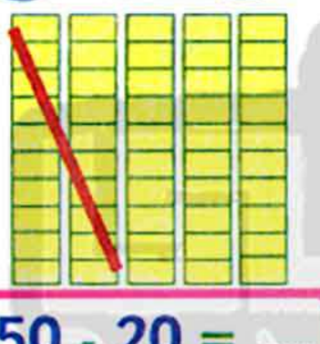


Lessons (91 - 92)

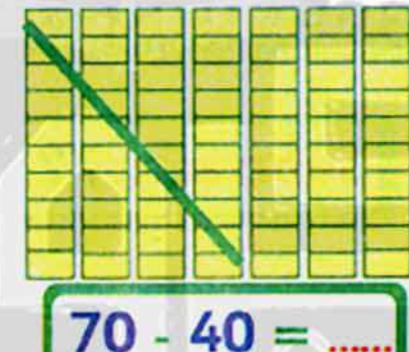
Subtracting multiples of 10 from two-digit numbers
Two-dimensional shapes (2D shapes)



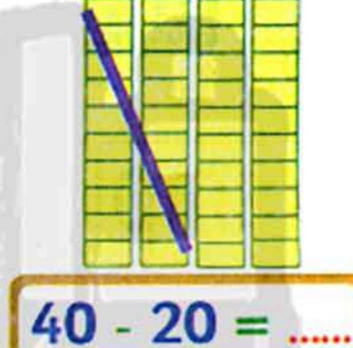
Students will:
- Participate in Calendar Math activities.
- Apply place value concepts to solve a subtraction problem.
- Identify and illustrate examples of circles rectangles, squares and triangles.
- Build and draw two–dimensional shapes.
- Identify the attributes of circles, rectangles, squares, and triangles.



50 - 20 = ...

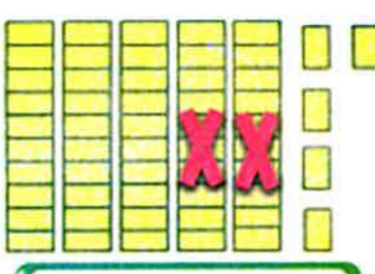


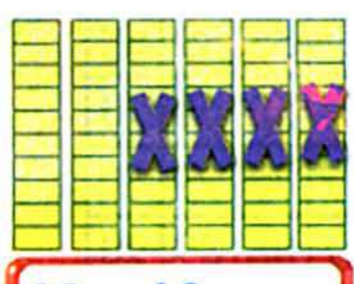
70 - 40 = ...


40 - 20 = ...

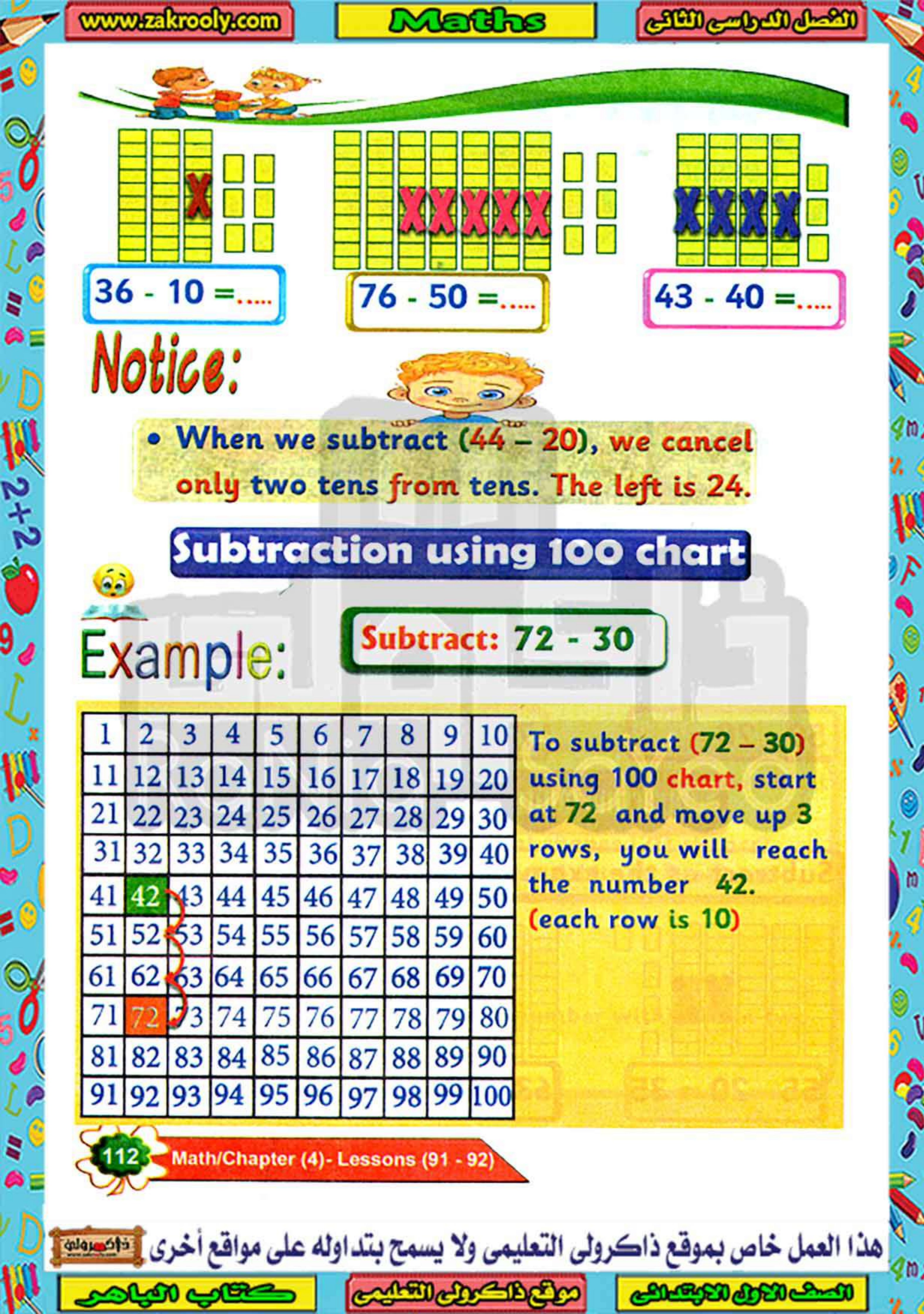
Subtracting multiples of 10 from two-digit numbers

Subtract as the example:


55 - 20 = 35


63 - 40 =......


58 - 30 =......



36 - 10 = ...

76 - 50 = ...

43 - 40 = ...

Notice:

- When we subtract (44 – 20), we cancel only two tens from tens. The left is 24.

Subtraction using 100 chart

Example:

Subtract: 72 - 30

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

To subtract (72 – 30) using 100 chart, start at 72 and move up 3 rows, you will reach the number 42. (each row is 10)



1 Use the 100 chart to find the result:

53 - 20 = ...

66 - 30 = ...

59 - 30 = ...

43 - 20 = ...

96 - 70 = ...

36 - 20 = ...

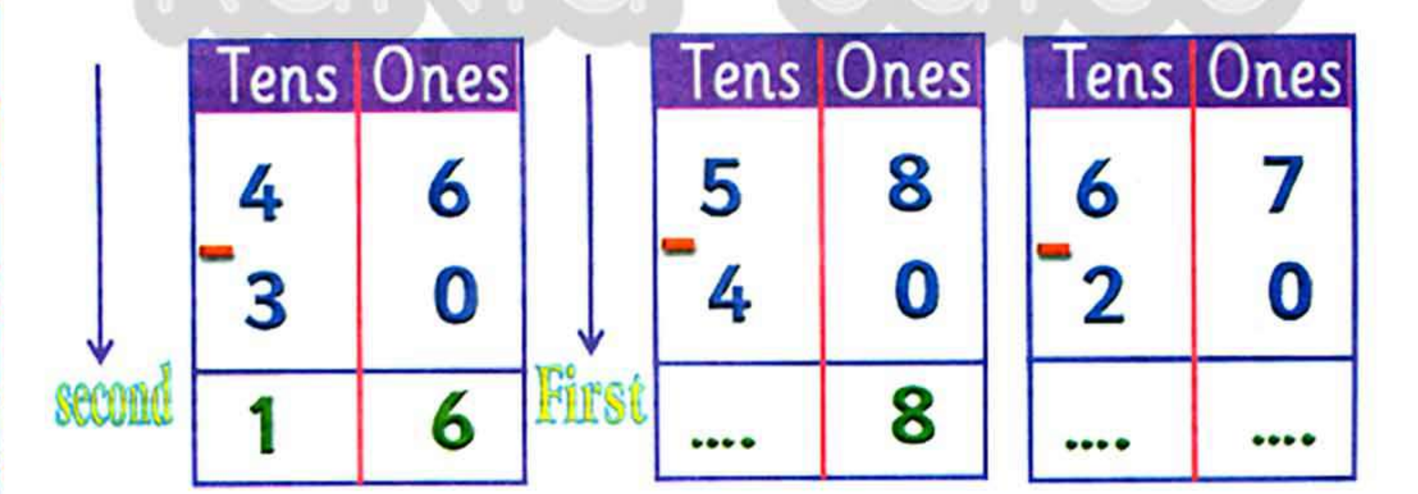
55 - 40 = ...

76 - 50 = ...

86 - 40 = ...

44 - 40 = ...

2 Subtract (subtract the ones column first, then the tens column:

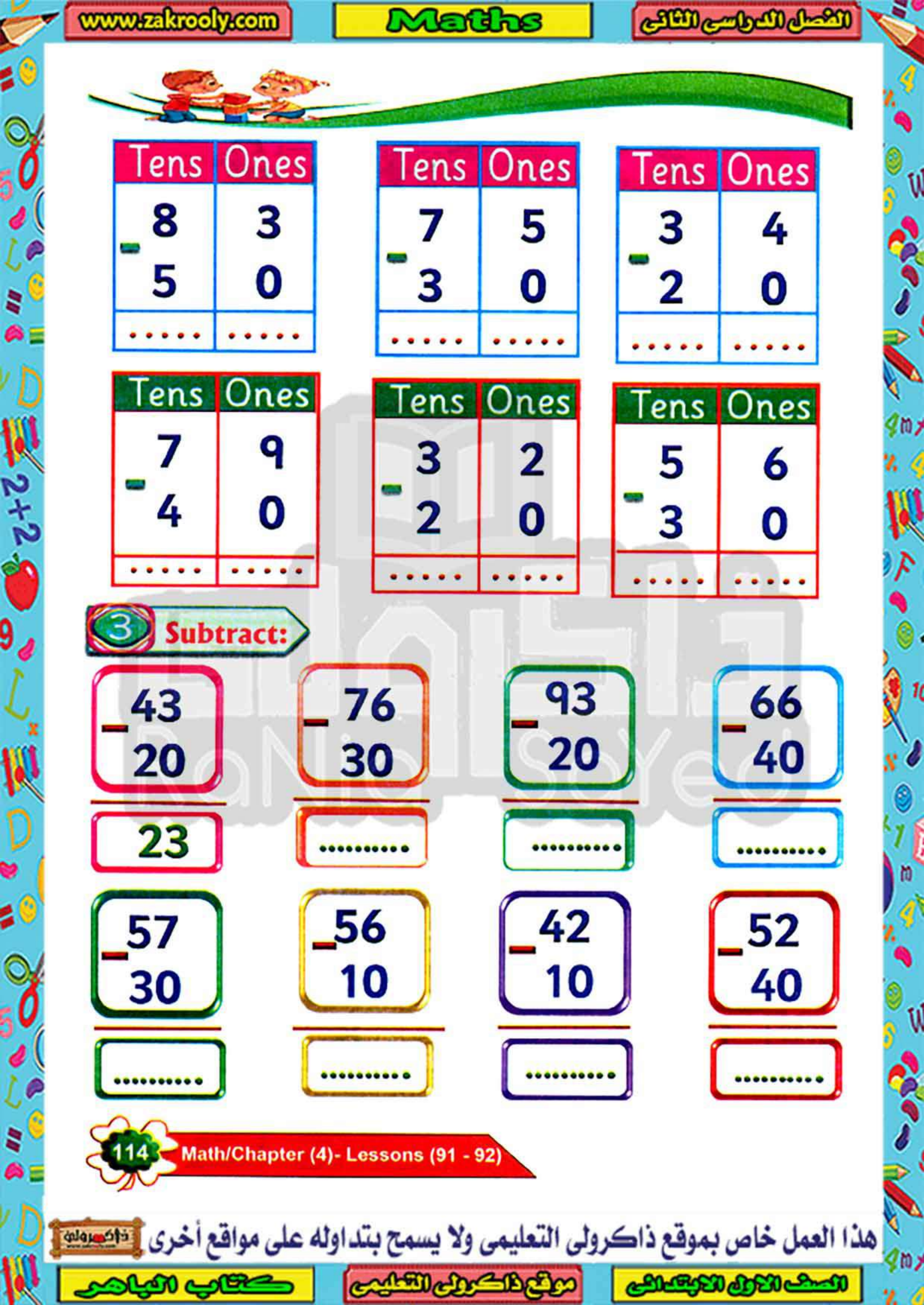


second ↓ | First ↓

	Tens	Ones
	4	6
-	3	0
	1	6

	Tens	Ones
	5	8
-	4	0
	....	8

	Tens	Ones
	6	7
-	2	0
	....	....



	Tens	Ones
	8	3
-	5	0
	......	......

	Tens	Ones
	7	5
-	3	0
	......	......

	Tens	Ones
	3	4
-	2	0
	......	......

	Tens	Ones
	7	9
-	4	0
	......	......

	Tens	Ones
	3	2
-	2	0
	......	......

	Tens	Ones
	5	6
-	3	0
	......	......

3 Subtract:

$$43 - 20 = 23$$

$$76 - 30 = ...$$

$$93 - 20 = ...$$

$$66 - 40 = ...$$

$$57 - 30 = ...$$

$$56 - 10 = ...$$

$$42 - 10 = ...$$

$$52 - 40 = ...$$



60 − 40	53 − 30	83 − 20	53 − 50
....	....	....	....

4 Subtract:

Don't forget to begin subtracting from the ones first or from the right.

53 − 40 = 13

43 − 30 = ...

76 − 30 = ...

55 − 40 = ...

87 − 50 = ...

66 − 40 = ...

79 − 50 = ...

88 − 80 = ...

68 − 30 = ...

75 − 10 = ...

84 − 30 = ...

93 − 60 = ...

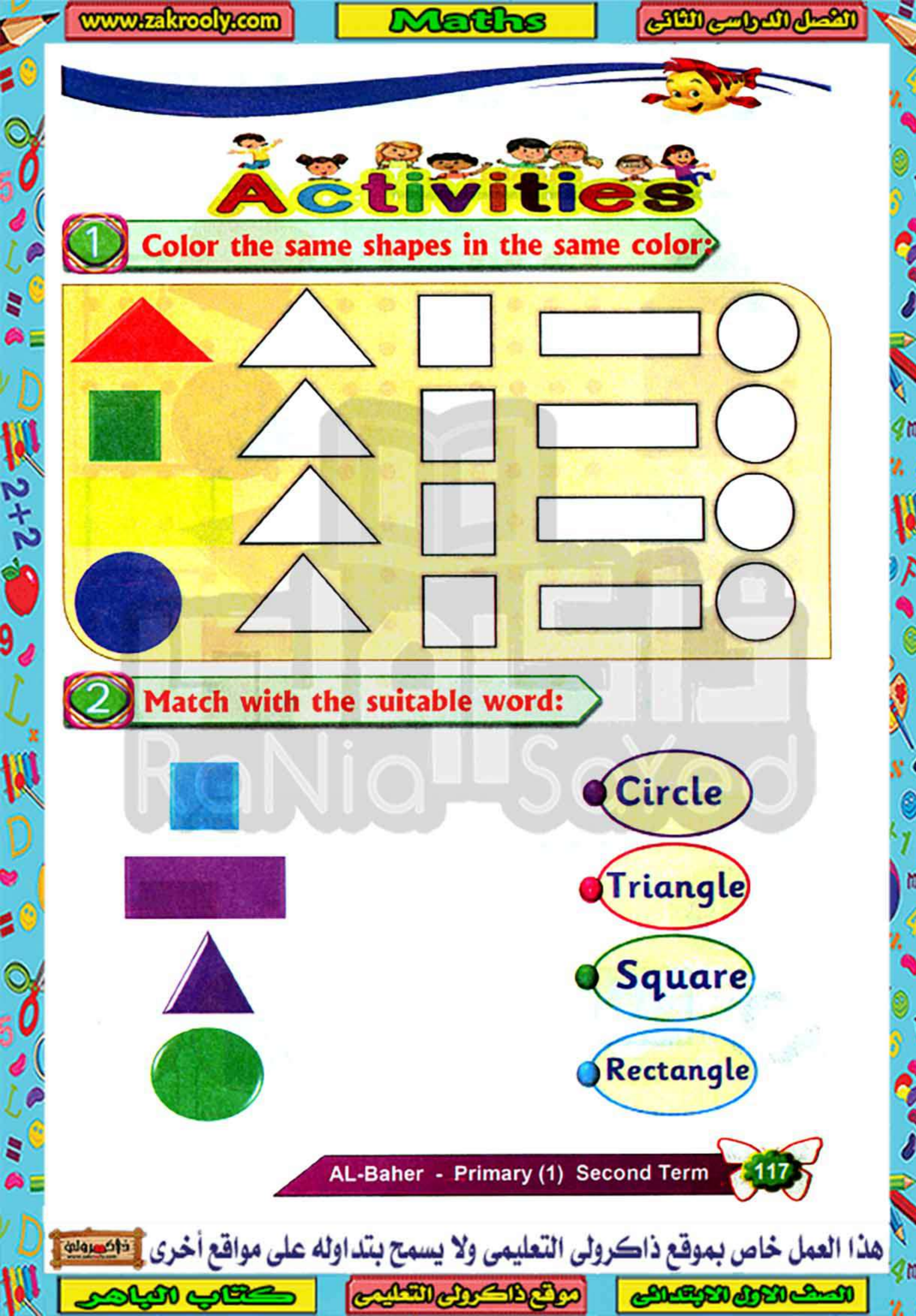
79 − 40 = ...

87 − 40 = ...



Two-dimensional shapes (2D shapes)

4 Color ○ in red, △ in yellow, □ in blue, ▭ in green:



Activities

1 Color the same shapes in the same color:

2 Match with the suitable word:

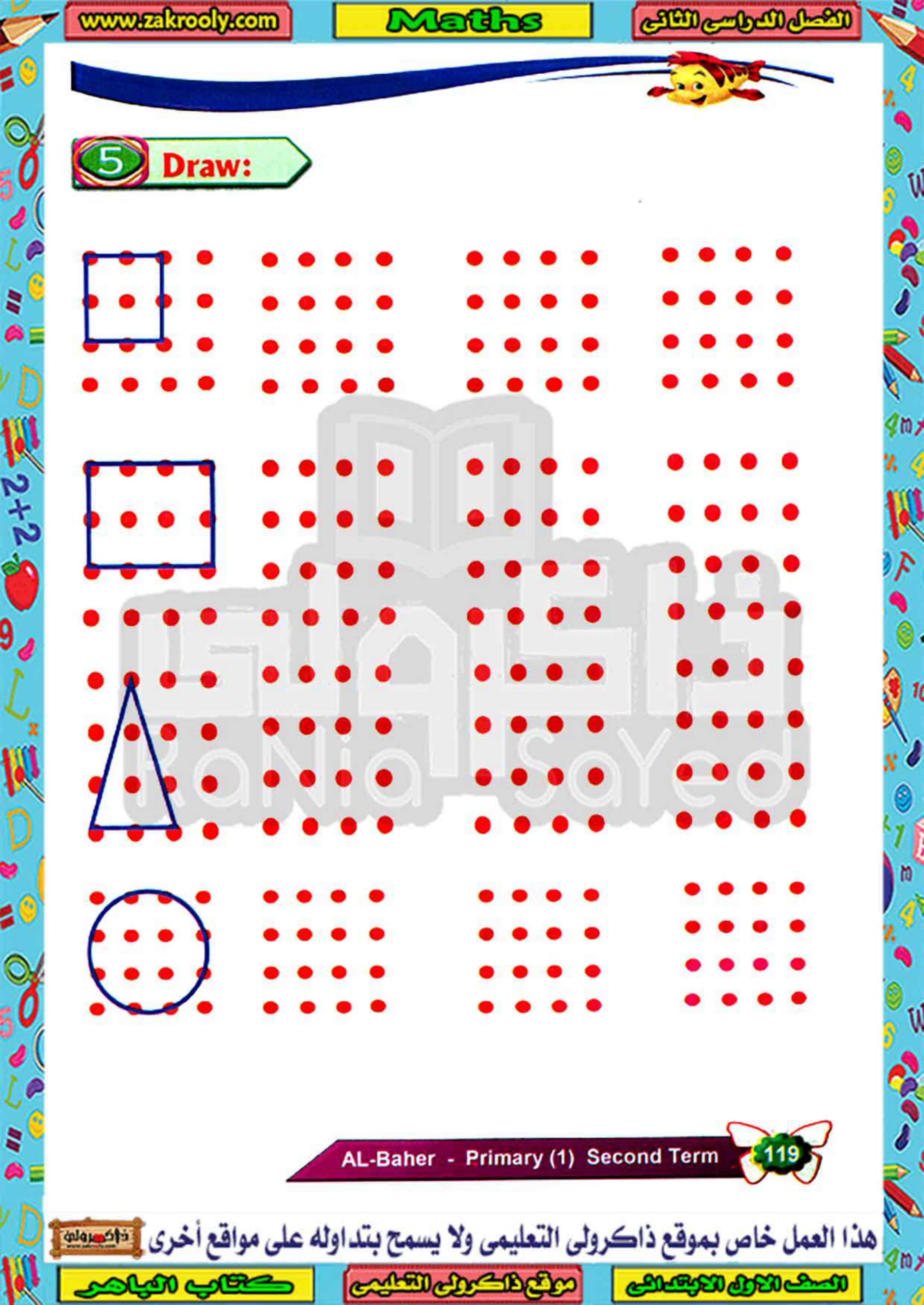


3 Match the same shapes:

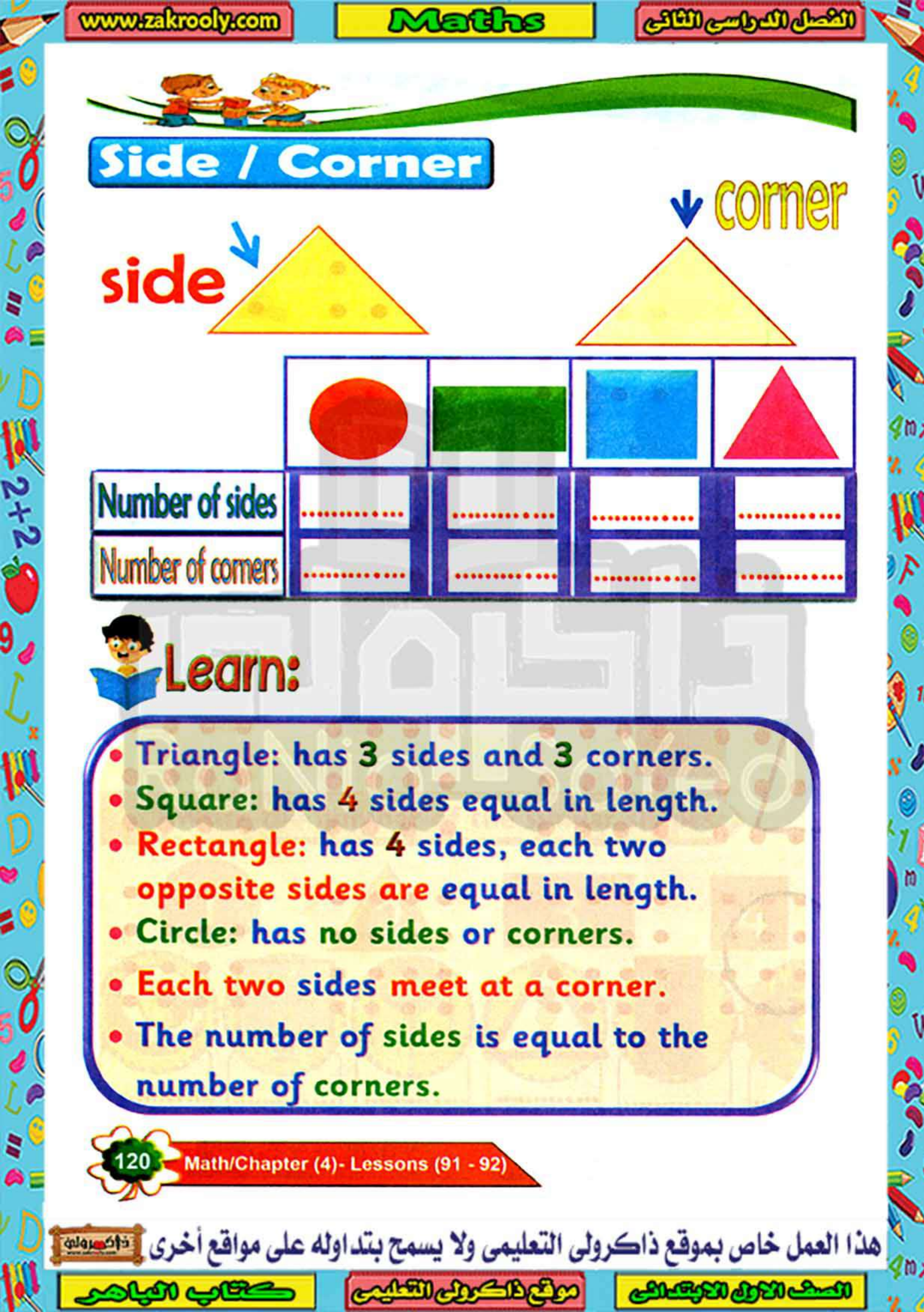
4 Write the number of the similar shapes:

1 2 3 4

....



5 Draw:

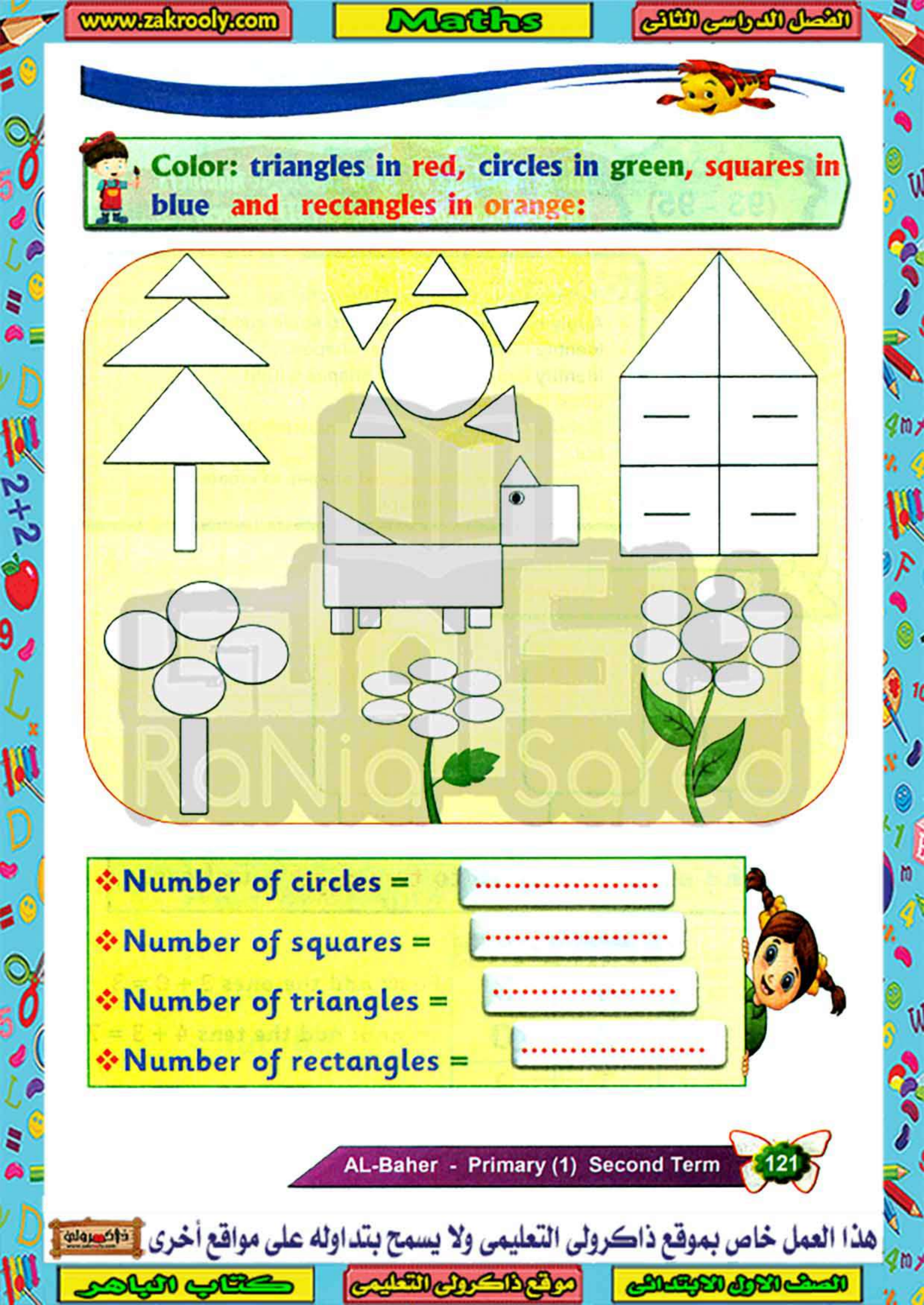


Side / Corner

	circle	rectangle	square	triangle
Number of sides	....	....	....	....
Number of corners	....	....	....	....

Learn:

- Triangle: has 3 sides and 3 corners.
- Square: has 4 sides equal in length.
- Rectangle: has 4 sides, each two opposite sides are equal in length.
- Circle: has no sides or corners.
- Each two sides meet at a corner.
- The number of sides is equal to the number of corners.



Color: triangles in red, circles in green, squares in blue and rectangles in orange:

- Number of circles = ...
- Number of squares = ...
- Number of triangles = ...
- Number of rectangles = ...





Lessons (93 - 95)

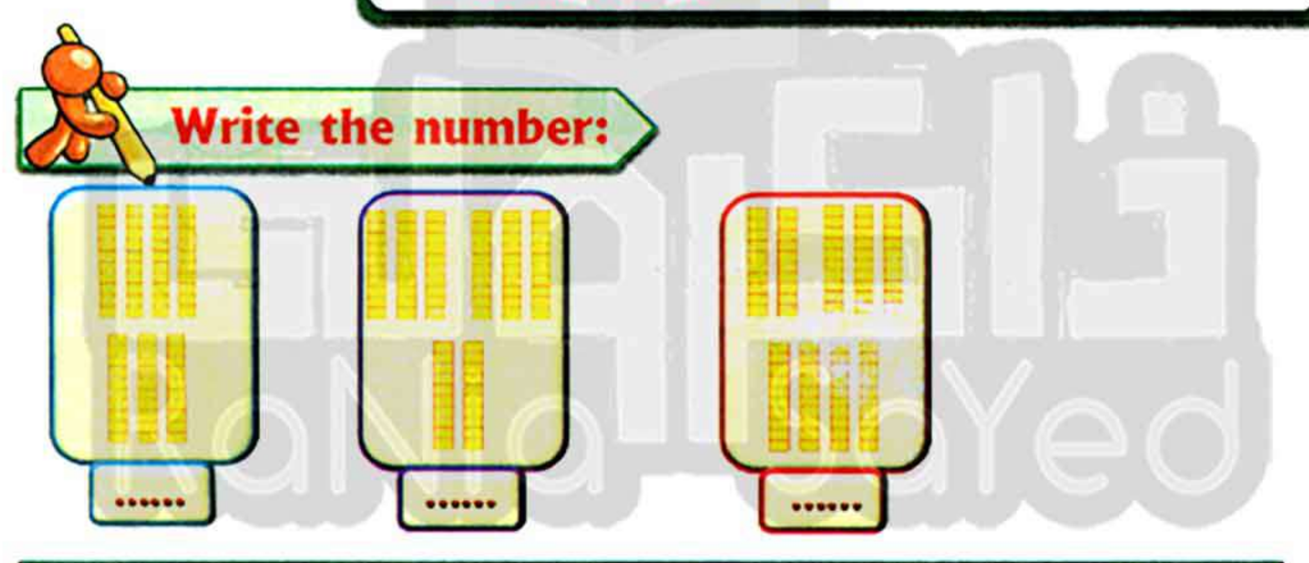
Adding multiples of 10 to two-digit numbers
Three-dimensional shapes (3D shapes)



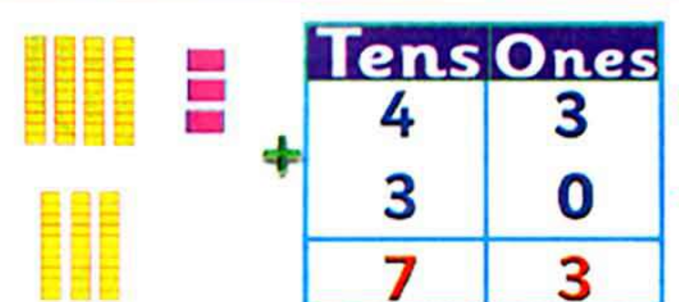
Students will:

- Participate in Calendar Math activities.
- Apply place value concepts to solve addition problems.
- Identify three-dimensional shapes.
- Identify two-dimensional shapes within three-dimensional shapes.
- Identify examples of three-dimensional shapes in real life.
- Compose two-dimensional shapes to create three-dimensional shapes.

Write the number:



Adding multiples of 10 to two-digit numbers.



	Tens	Ones
	4	3
+	3	0
	7	3

First: add the ones 3 + 0 = 3

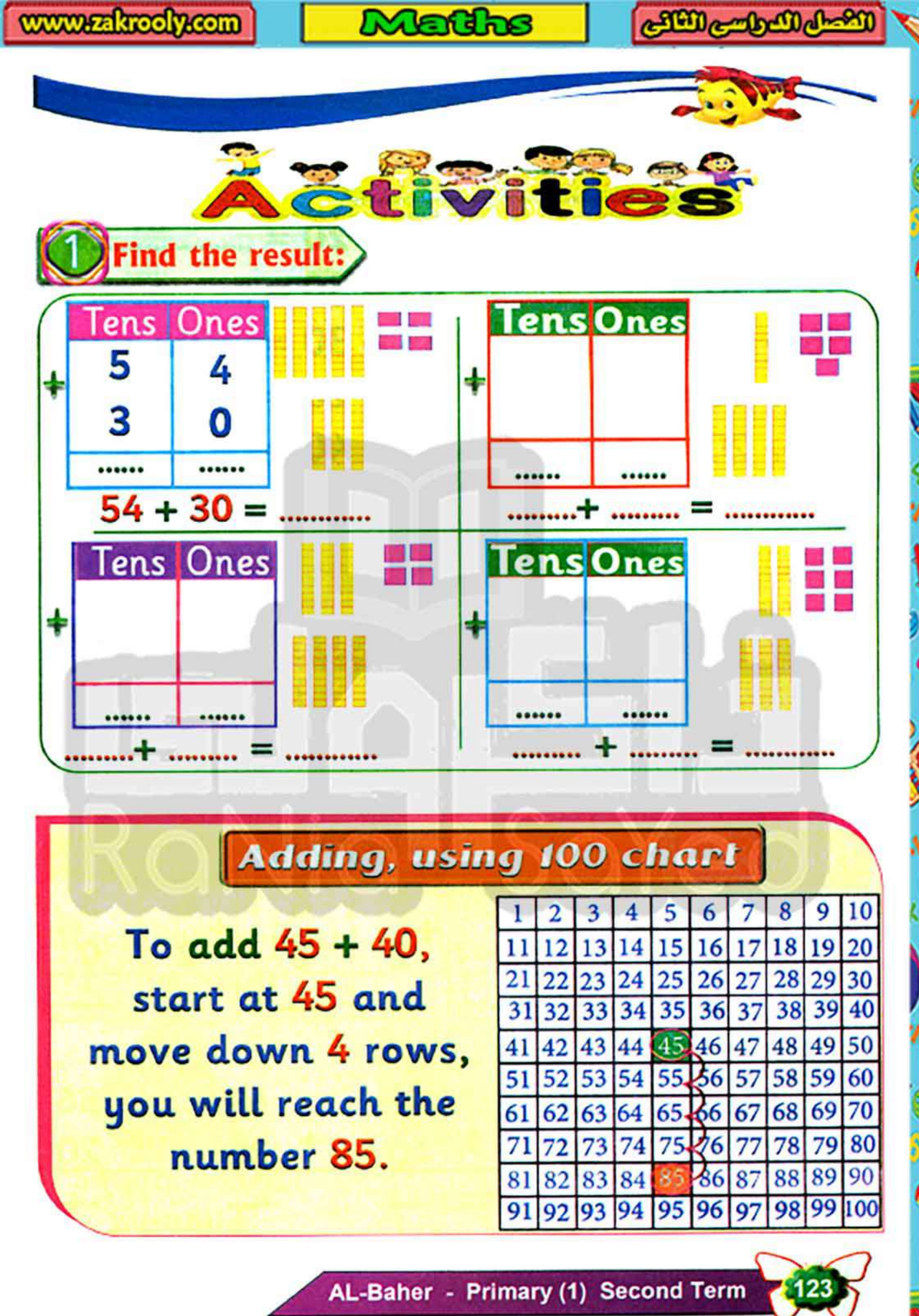
second: add the tens 4 + 3 = 7

43 + 30 = 73









Activities

1 Find the result:

Tens	Ones
5	4
3	0
......	......

54 + 30 = ...

Tens	Ones
......	......

........+ .... = ...

Tens	Ones
......	......

........+ .... = ...

Tens	Ones
......	......

.... + ... = ...

Adding, using 100 chart

To add 45 + 40, start at 45 and move down 4 rows, you will reach the number 85.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100



2 Use the 100 chart to find:

53 + 30 = ...
57 + 30 = ...
56 + 20 = ...
85 + 10 = ...
63 + 20 = ...
47 + 20 = ...

77 + 20 = ...
65 + 30 = ...
63 + 30 = ...
72 + 20 = ...
53 + 40 = ...
51 + 30 = ...

3 Find the sum:

Tens	Ones
5	3
+ 2	0
......	......

Tens	Ones
4	3
+ 3	0
......	......

Tens	Ones
7	3
+ 3	0
......	......

Tens	Ones
5	8
+ 3	0
......	......

Tens	Ones
4	2
+ 5	0
......	......

Tens	Ones
8	6
+ 1	0
......	......

Tens	Ones
3	6
+ 2	0
......	......

Tens	Ones
6	3
+ 2	0
......	......

$$\begin{array}{r} 43 \\ +\ 20 \\ \hline \ldots \end{array} \quad \begin{array}{r} 53 \\ +\ 30 \\ \hline \ldots \end{array} \quad \begin{array}{r} 44 \\ +\ 40 \\ \hline \ldots \end{array} \quad \begin{array}{r} 63 \\ +\ 30 \\ \hline \ldots \end{array} \quad \begin{array}{r} 56 \\ +\ 20 \\ \hline \ldots \end{array}$$



43	53	44	63	56
+ 10	+ 40	+ 10	+ 20	+ 30
......	......	......	......	......

43 + 50 = ...
72 + 20 = ...
62 + 30 = ...
87 + 10 = ...
67 + 30 = ...

43 + 40 = ...
63 + 30 = ...
73 + 10 = ...
55 + 40 = ...
32 + 30 = ...

Three-dimensional shapes (3D shapes or solids)

Rectangular prism (cuboid)

cone

cylinder

Square-based pyramid

cube

sphere



Activities

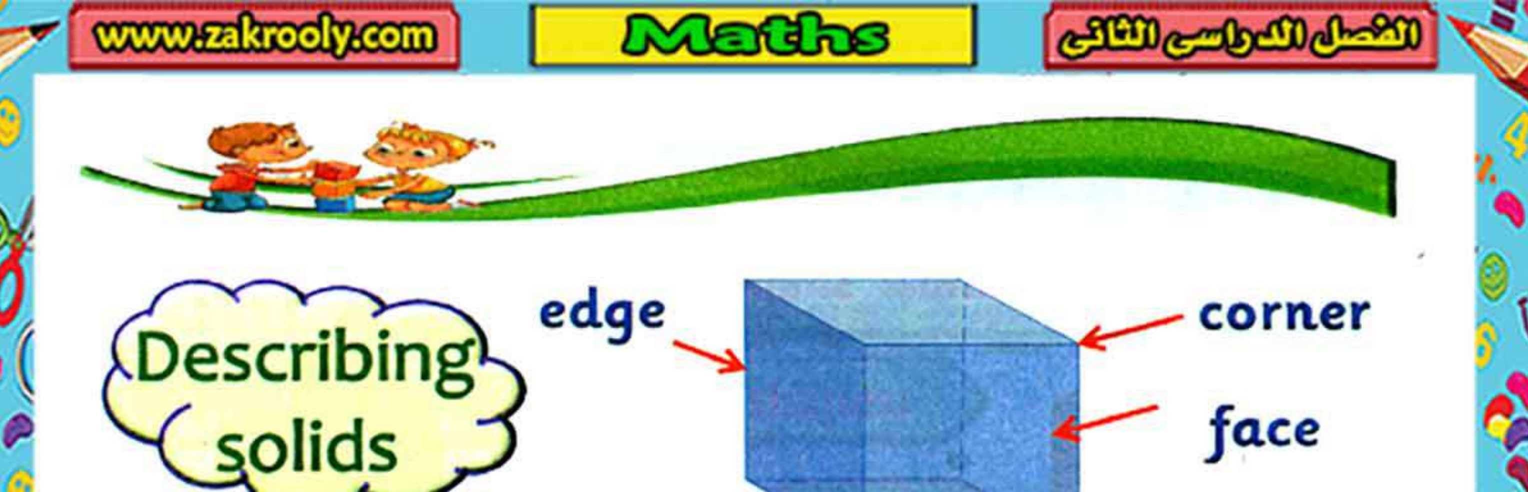
1 Tick (✓) under the 3D shapes:

2 Match each shape with its name:

cone pyramid sphere cube cuboid cylinder



3 Match the similar shapes:



Describing solids

edge
corner
face

solid	name	corners	edges	Flat faces	curved	pointed tip
	Cube	8	12	6	0	0
	Rectangular prism (cuboid)	8	12	6	0	0
	Square-based pyramid	4	8	5	0	1
	Cylinder	0	0	2	1	0
	Cone	0	0	1	1	1
	Sphere	0	0	0	1	0



4 Circle each solid with only a curved face:

5 Circle each solid with only flat face:

6 Circle each solid with both curved and flat faces:

7 Choose the correct answer:

1) The number of circular bases of a cylinder: (1 - 2 - 3)

2) The number of corners of a rectangular prism: (8 - 12 - 6)

3) The number of faces of a cube: (6 - 8 - 4)

4) The number of corners of a sphere: (0 - 1 - 2)

5) The shape of the base of a cone is in the shape of:
(square - triangle - circle)

6) The shape of each face of cone is in the shape of:
(square - triangle - circle)

8 Complete:

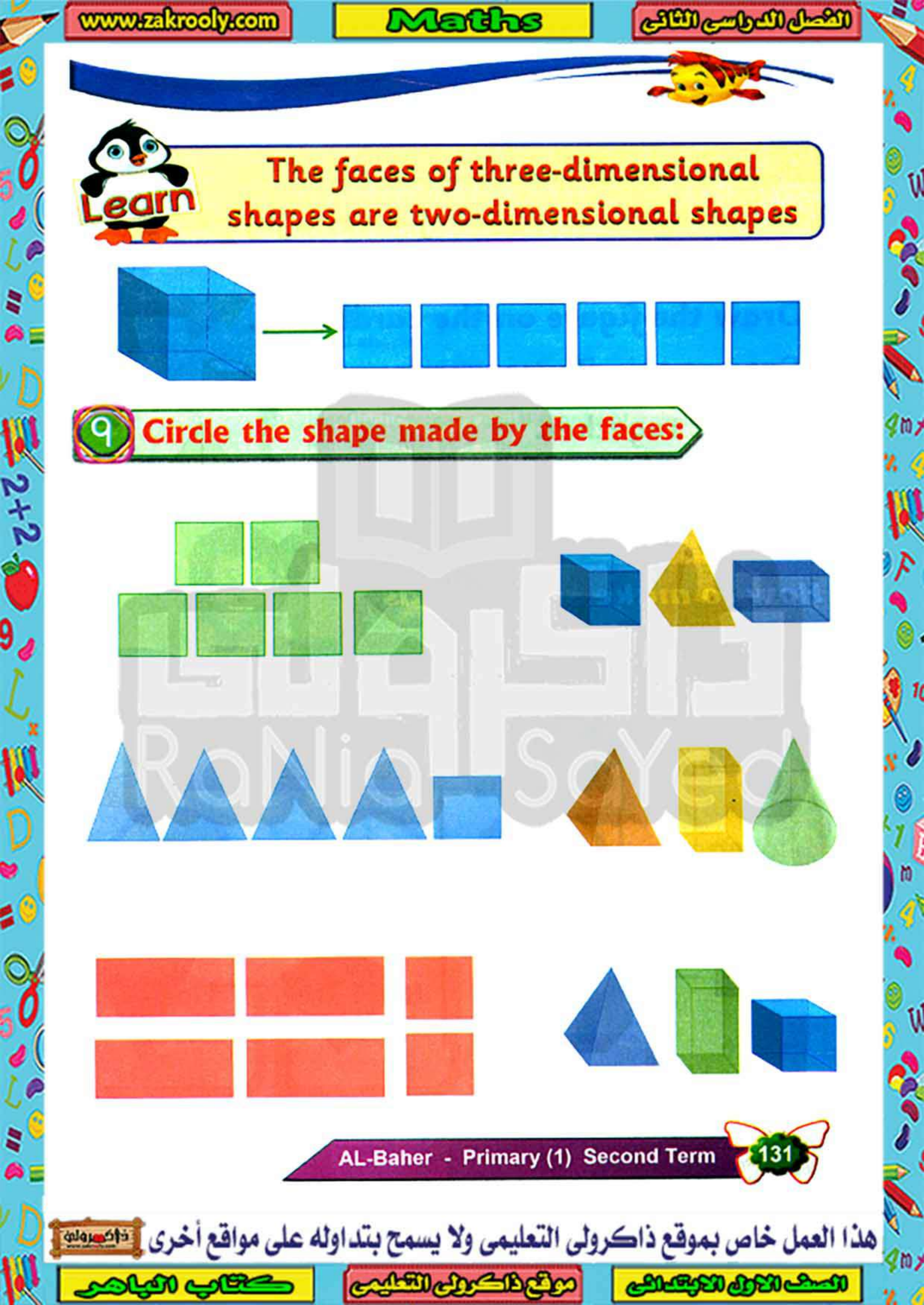
1) The number of faces of a cuboid is ....

2) The number of corners of the pyramid is ....

3) The base of the cone is in the shape of ....

4) Each face of the cube is ....

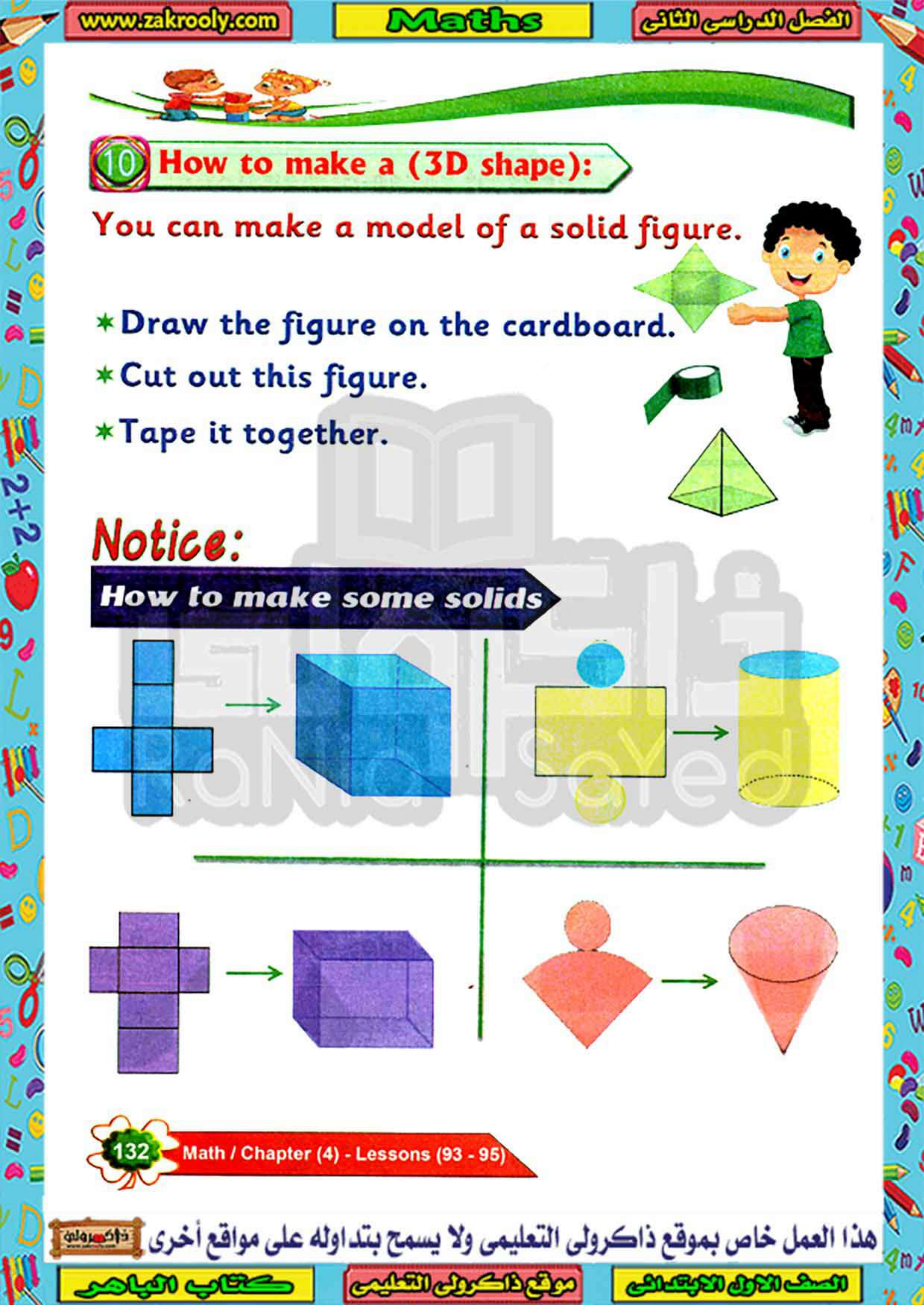
5) The number of edges of the sphere is ....



Learn

The faces of three-dimensional shapes are two-dimensional shapes

9 Circle the shape made by the faces:



10 How to make a (3D shape):

You can make a model of a solid figure.

* Draw the figure on the cardboard.
* Cut out this figure.
* Tape it together.

Notice:

How to make some solids



Lessons (96 - 97)

Subtracting tens



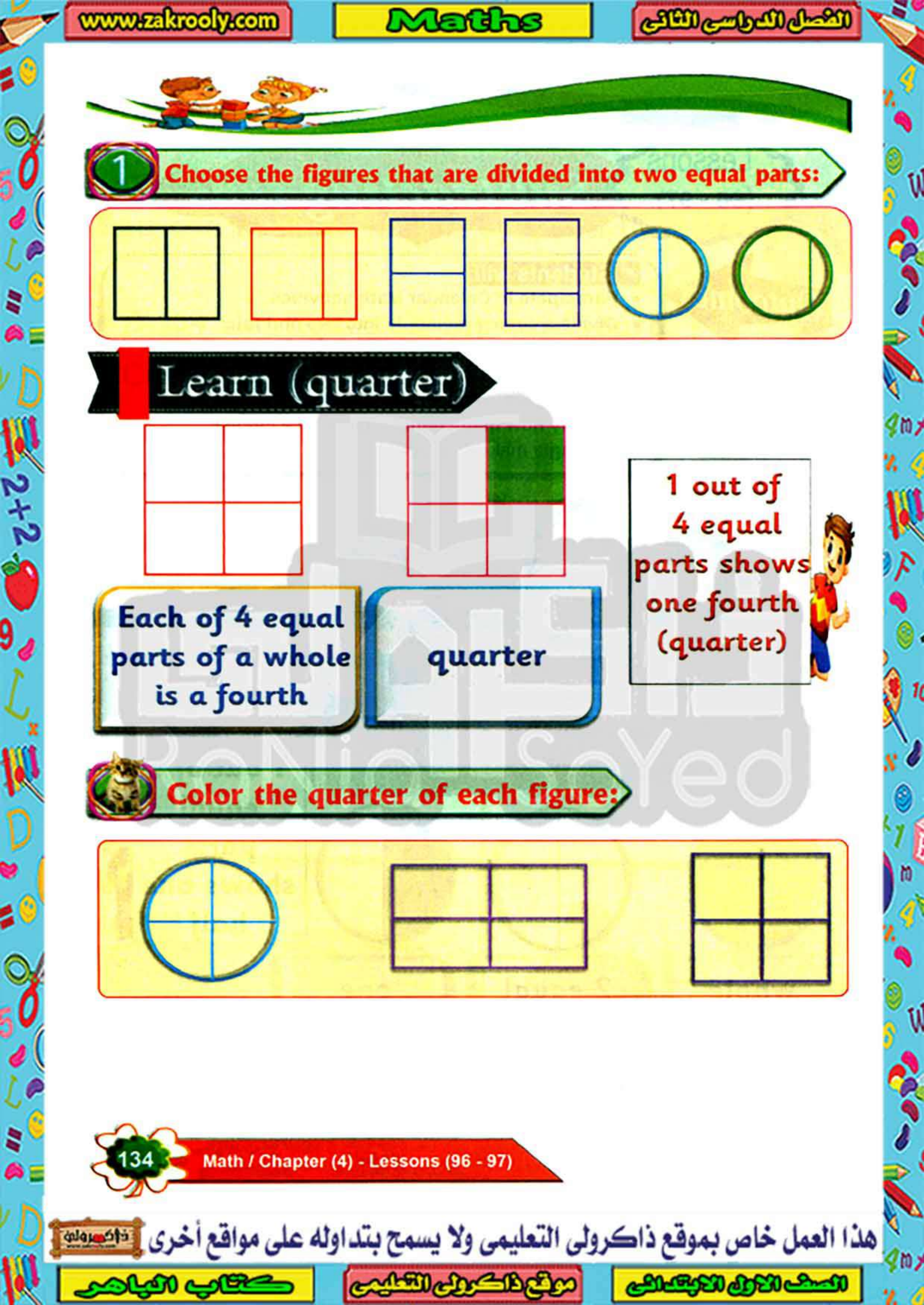
Outcomes

Students will:

- Participate in Calendar Math activities.
- Divide a circle / rectangle into two and four equal shapes.
- Describe equal shapes of a circle / rectangle as halves and fourths, of the whole shape.
- Identify how many equal shapes of a circle / rectangle makes a whole.

1 out of 2 equal parts shows one half

whole circle	2 equal parts	one half



1 Choose the figures that are divided into two equal parts:

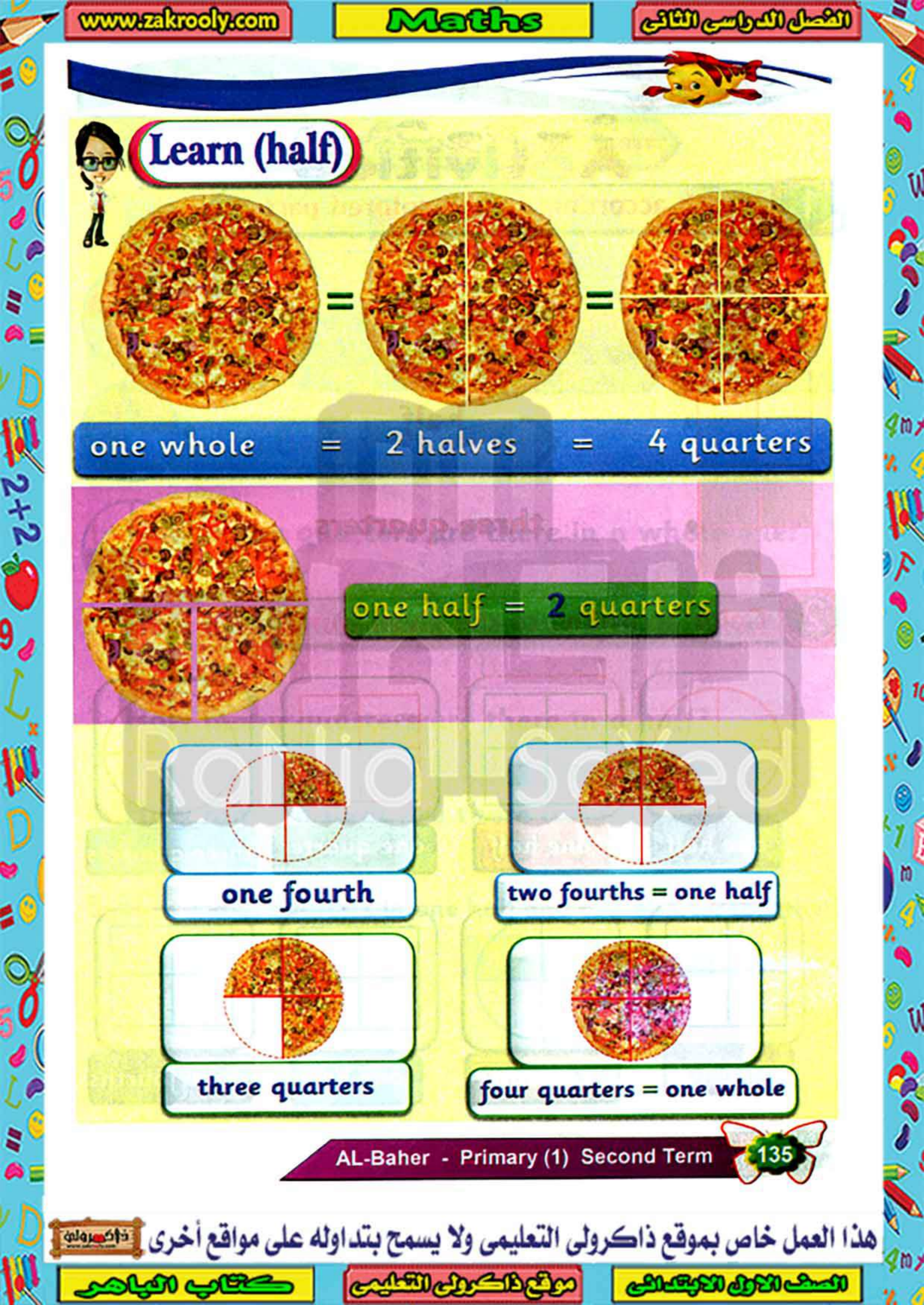
Learn (quarter)

1 out of 4 equal parts shows one fourth (quarter)

Each of 4 equal parts of a whole is a fourth

quarter

Color the quarter of each figure:



Learn (half)

one whole = 2 halves = 4 quarters

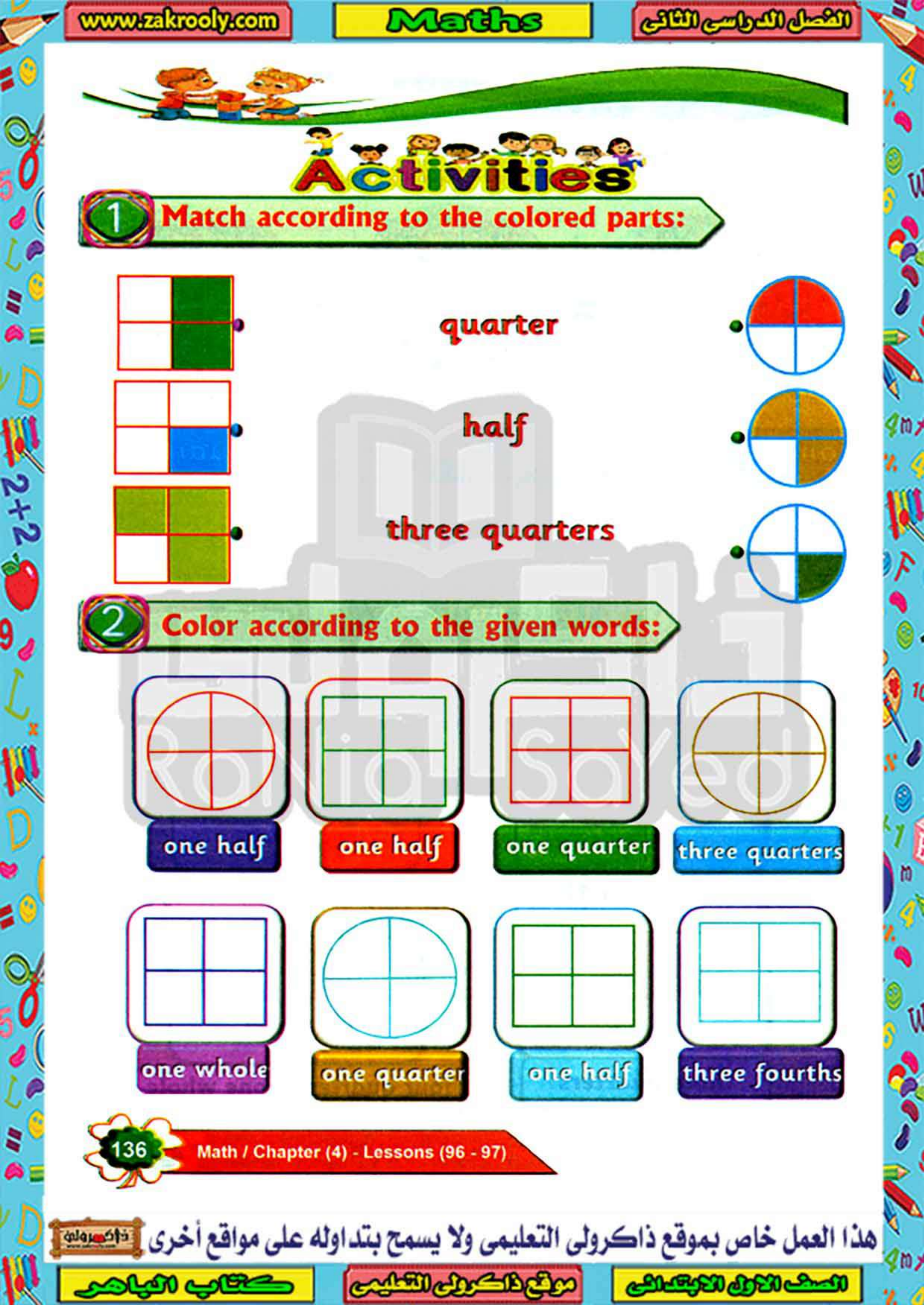
one half = 2 quarters

one fourth

two fourths = one half

three quarters

four quarters = one whole



Activities

1 Match according to the colored parts:

quarter

half

three quarters

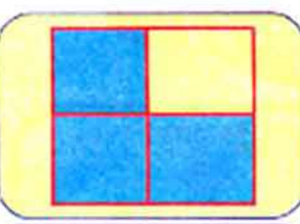
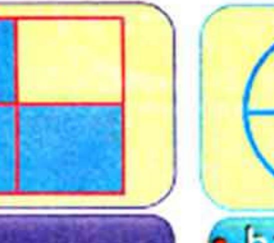
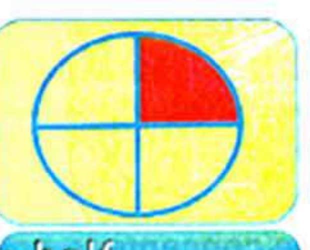
2 Color according to the given words:

one half | one half | one quarter | three quarters

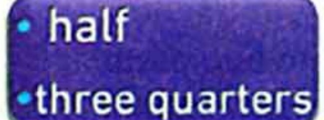
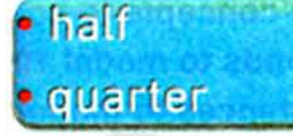
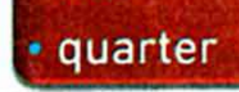
one whole | one quarter | one half | three fourths



3 Circle according to the colored part:



• half	• half	• half	• half
• three quarters	• quarter	• quarter	• quarter



4 Choose the correct answer:

1- How many quarters are there in a whole one?

(1 - 2 - 3 - 4)

2- How many halves are there in a whole one?

(1 - 2 - 3 - 4)

3- How many quarters are there in a half?

(1 - 2 - 3 - 4)

4- How many halves are there in four quarters?

(1 - 2 - 3 - 4)

5- How many quarters in one half and one quarter together?

(1 - 2 - 3 - 4)





Lessons (98 -100)

Decomposing quantities within10 in two parts



Students will:

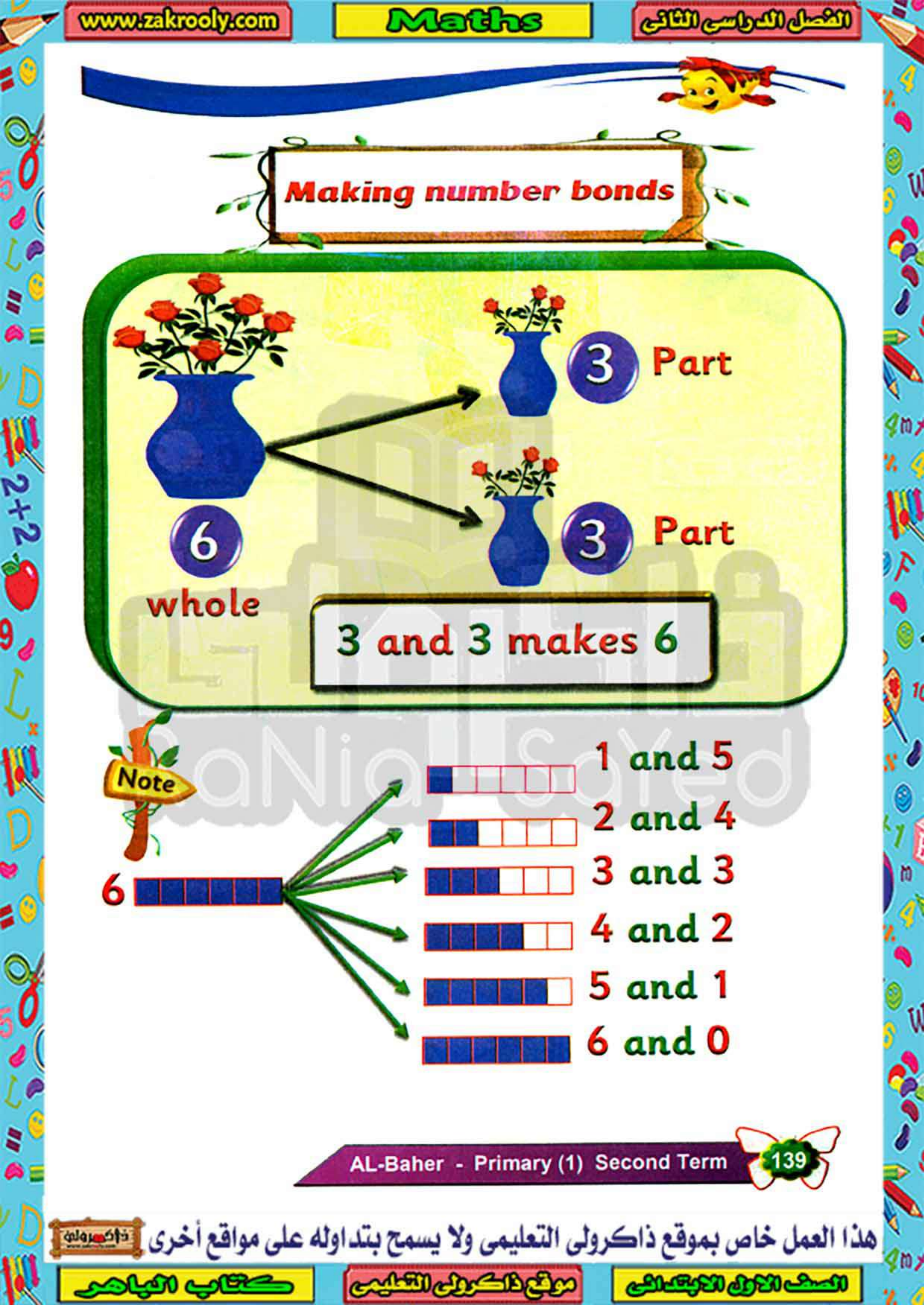
- Participate in Calendar Math activities.
- Apply place value concepts to solve subtraction.
- Create number bonds to model 10 into two parts.
- Write number sentences to model decomposition.
- Mentally, find 10 more or less than a given number.



Complete with the suitable numbers:

6 = 2 + ...	7 = 3 + ...
4 = 3 + ...	8 = ... + 3
9 = 6 + ...	10 = 10 + ...
10 = ... + 5	9 = 3 + ...
8 = ... + 3	9 = 5 + ...
10 = 2 + ...	6 = 5 + ...





Making number bonds

3 and 3 makes 6

Note

1 and 5
2 and 4
3 and 3
4 and 2
5 and 1
6 and 0

Ways to make 2

2 → 0, 2
$0 + 2 = 2$

2 → 1, 1
$1 + 1 = 2$

2 → 2, 0
$2 + 0 = 2$

Ways to make 3

3 → 0, 3
$0 + 3 = 3$

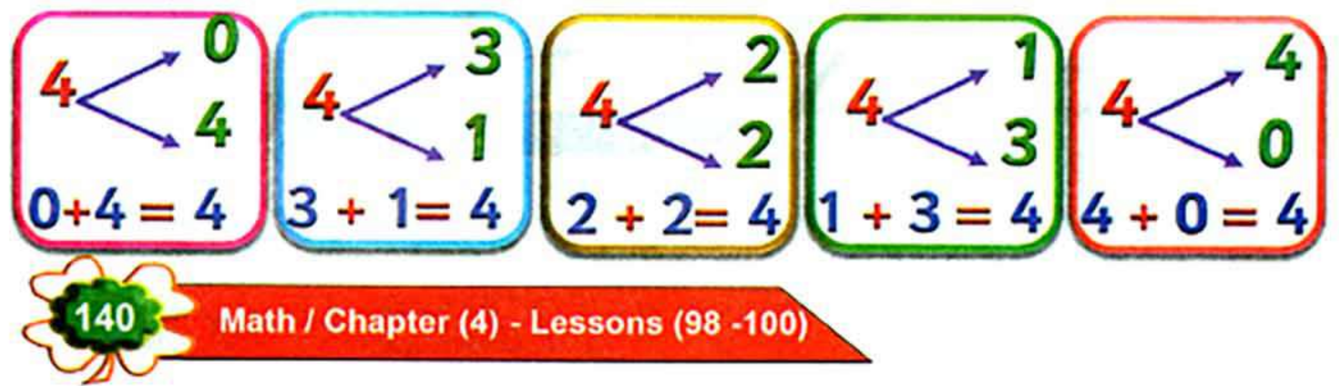
3 → 1, 2
$1 + 2 = 3$

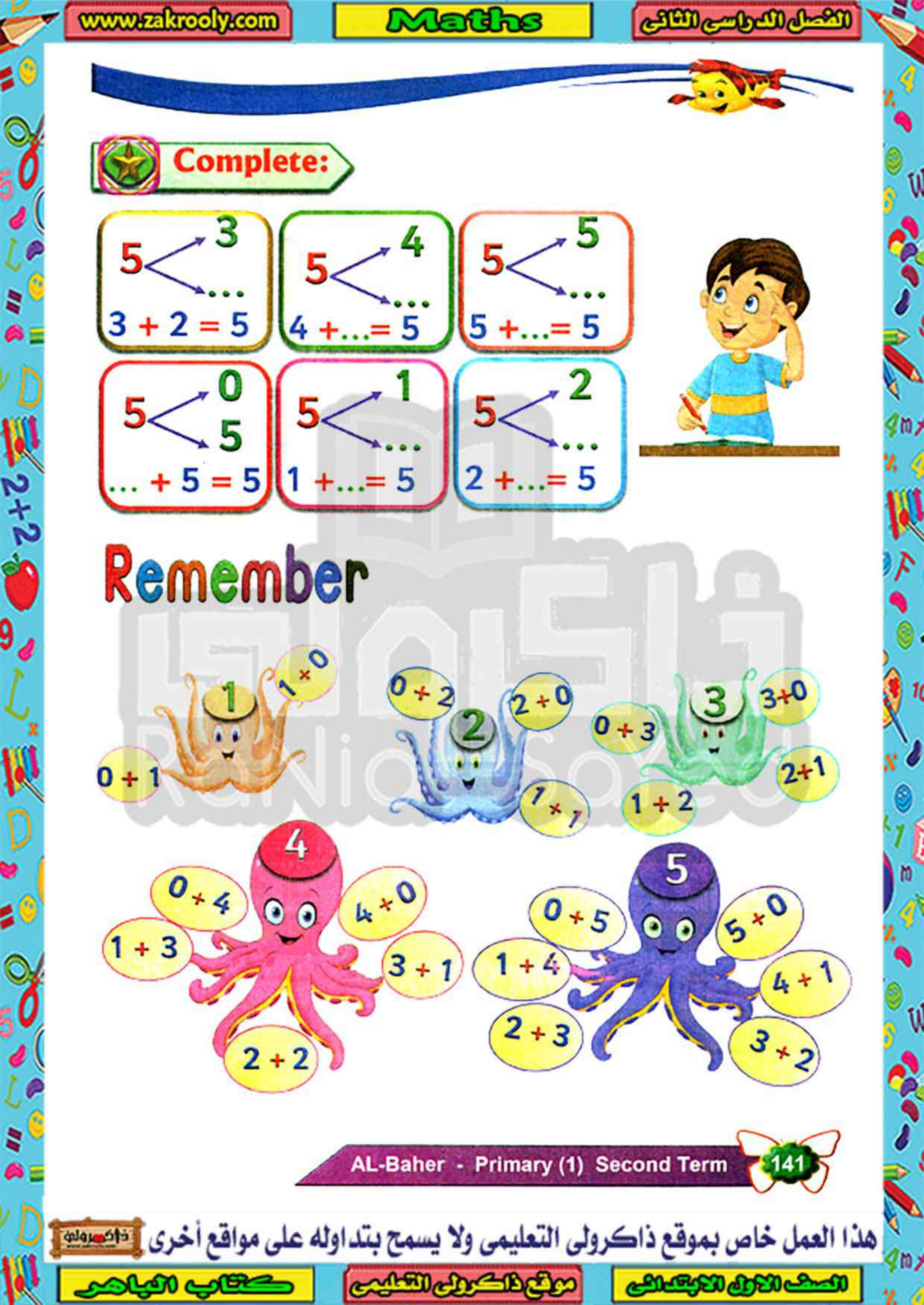
3 → 2, 1
$2 + 1 = 3$

3 → 3, 0
$3 + 0 = 3$

Note: You can use the same way to discover the ways to make any number.

Example:





Complete:

5 → 3, ...
3 + 2 = 5

5 → 4, ...
4 + ... = 5

5 → 5, ...
5 + ... = 5

5 → 0, 5
... + 5 = 5

5 → 1, ...
1 + ... = 5

5 → 2, ...
2 + ... = 5

Remember



Activities

1 Complete as the example:

5 + 2 = 7

3 + ... = ...

... + ... = ...

... + ... = ...

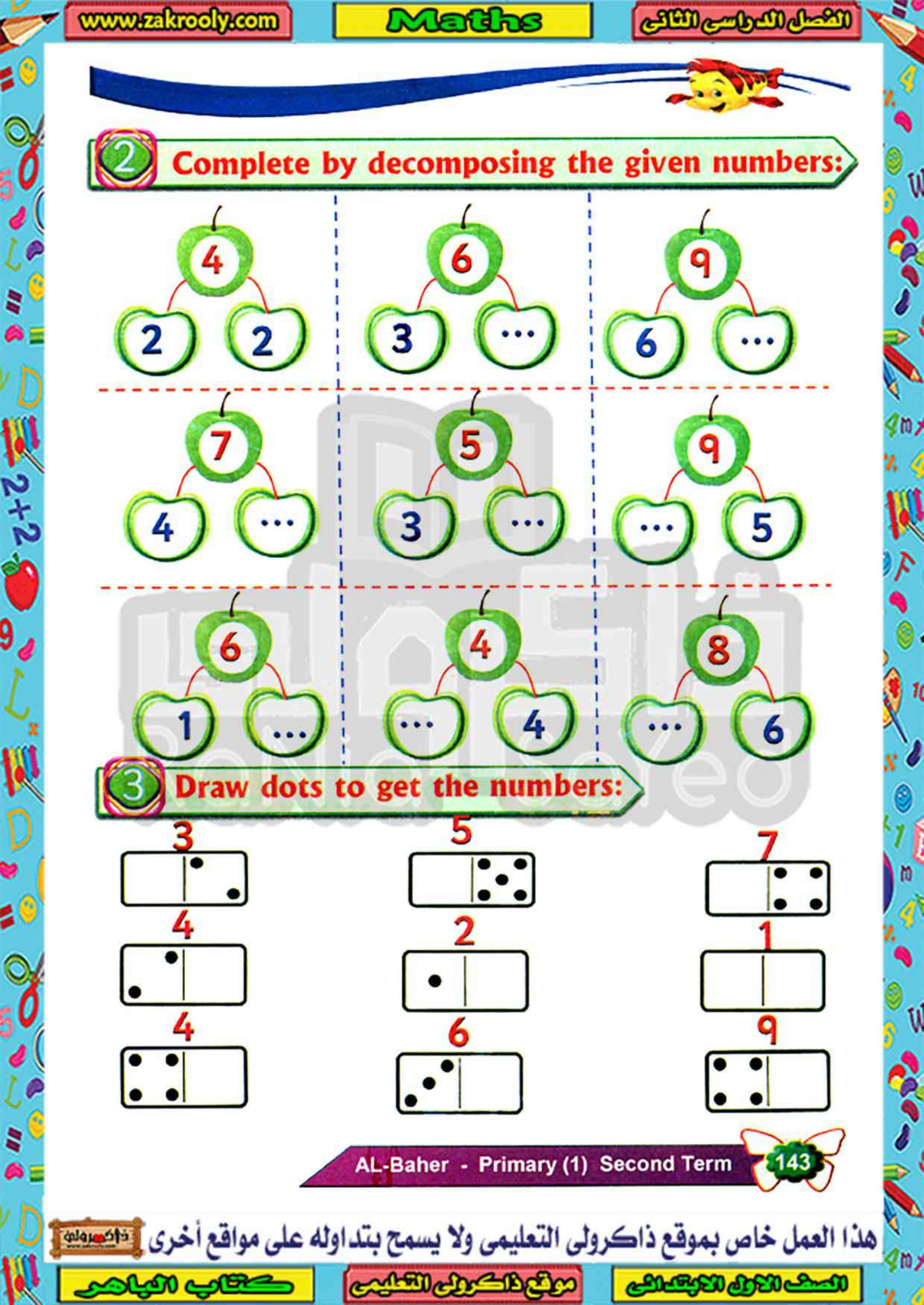
... + ... = ...

... + ... = ...

... + ... = ...

... + ... = ...

... + ... = ...



2 Complete by decomposing the given numbers:

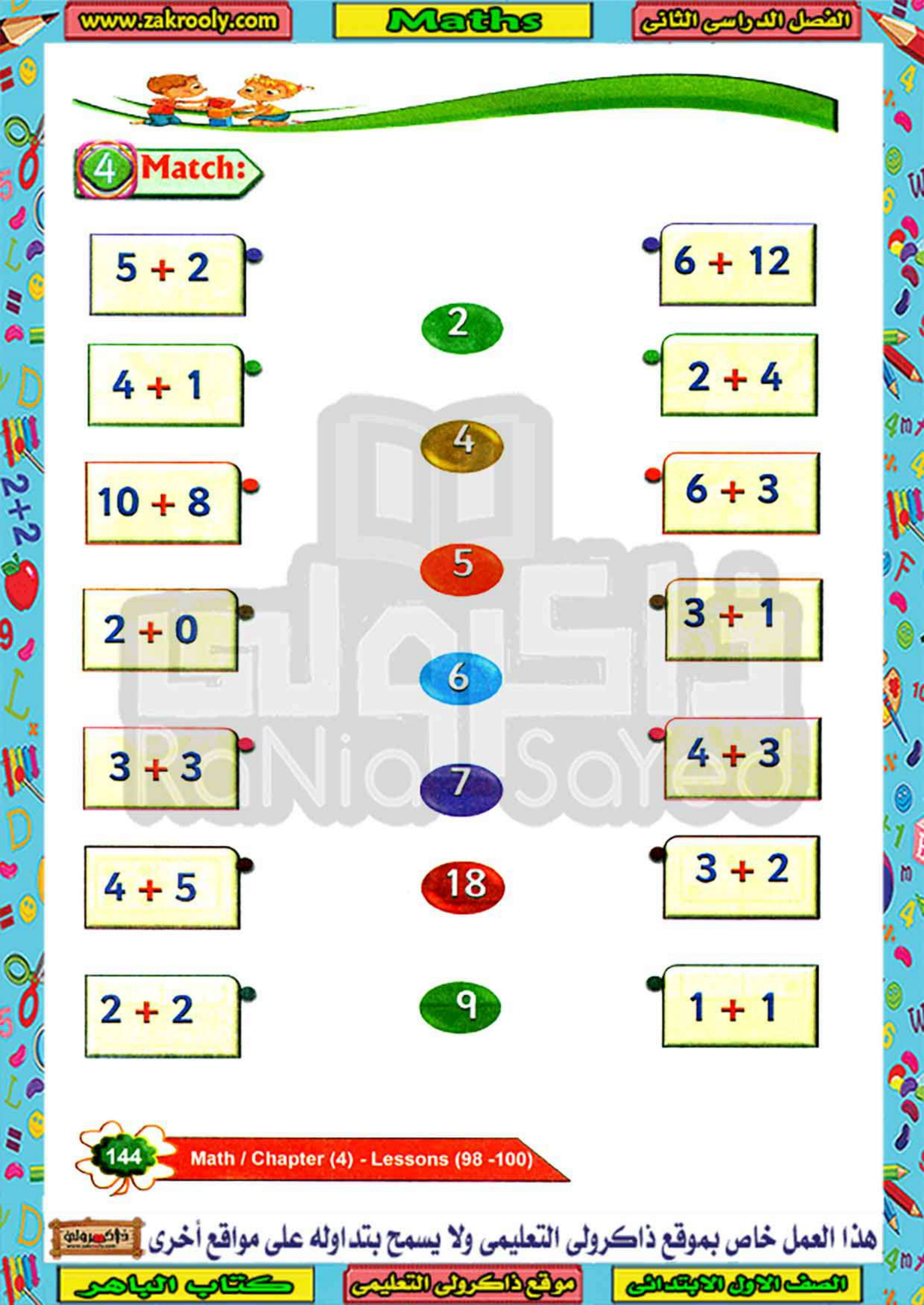
Number	Part	Part
4	2	2
6	3	...
9	6	...
7	4	...
5	3	...
9	...	5
6	1	...
4	...	4
8	...	6

3 Draw dots to get the numbers:

3   5   7

4   2   1

4   6   9



4 Match:

5 + 2		6 + 12
	2	
4 + 1		2 + 4
	4	
10 + 8		6 + 3
	5	
2 + 0		3 + 1
	6	
3 + 3	7	4 + 3
4 + 5	18	3 + 2
2 + 2	9	1 + 1

5 Match to get the correct number:

4 +		3	=	4
5 +		5	=	8
3 +		2	=	7
3 +		3	=	7
1 +		1	=	4

6 Complete with the suitable number:

7 = 5 + ...

10 = 8 +........

6 = 6 + ...

9 = 1 + ...

9 = 3 + ...

4 =........ + 3

8 = 2 + ...

2 =........ + 1

5 = 2 + ...

10 =........ + 5

9 =........ + 2

3 =........ + 2

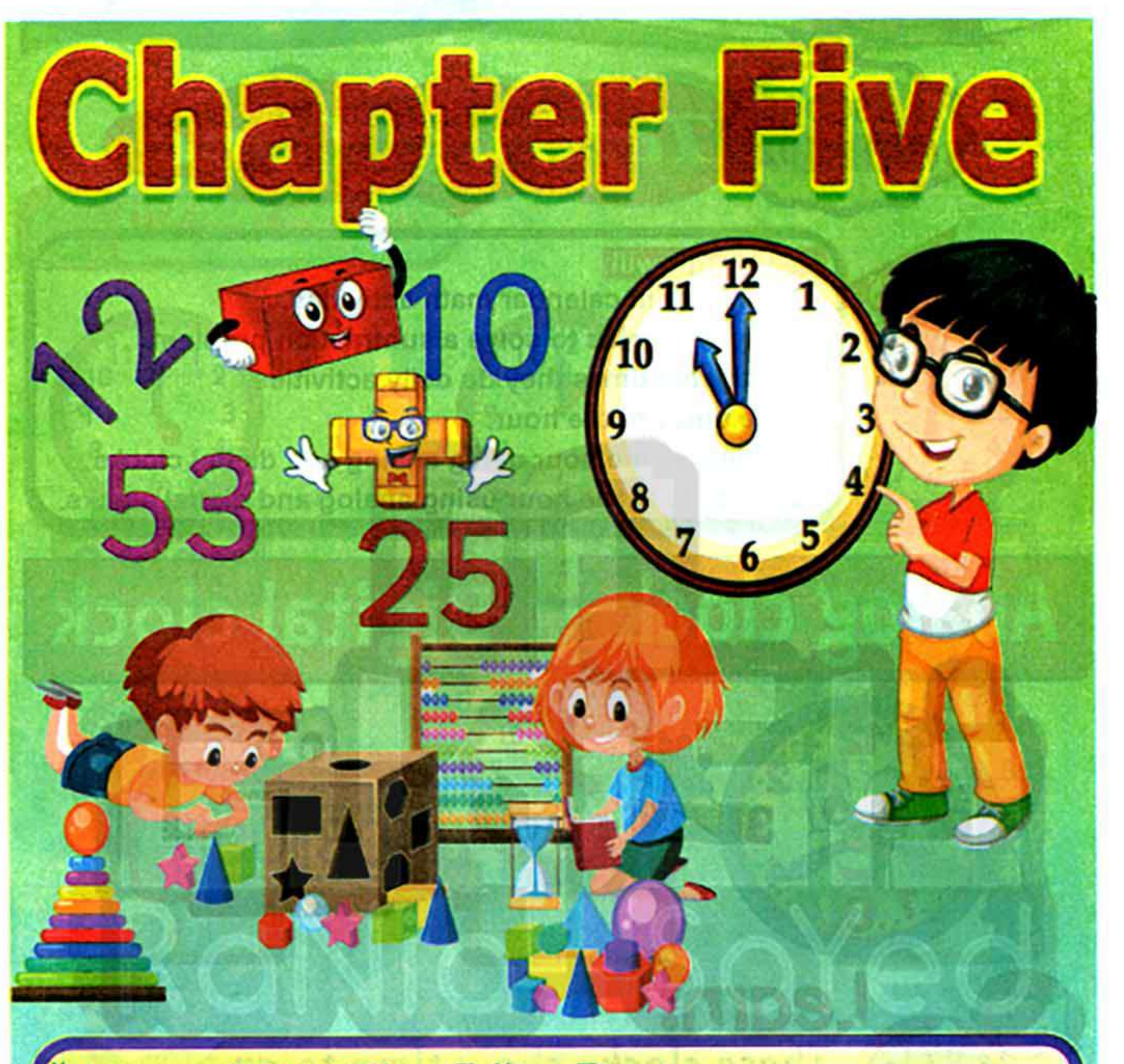
10 =........ + 6

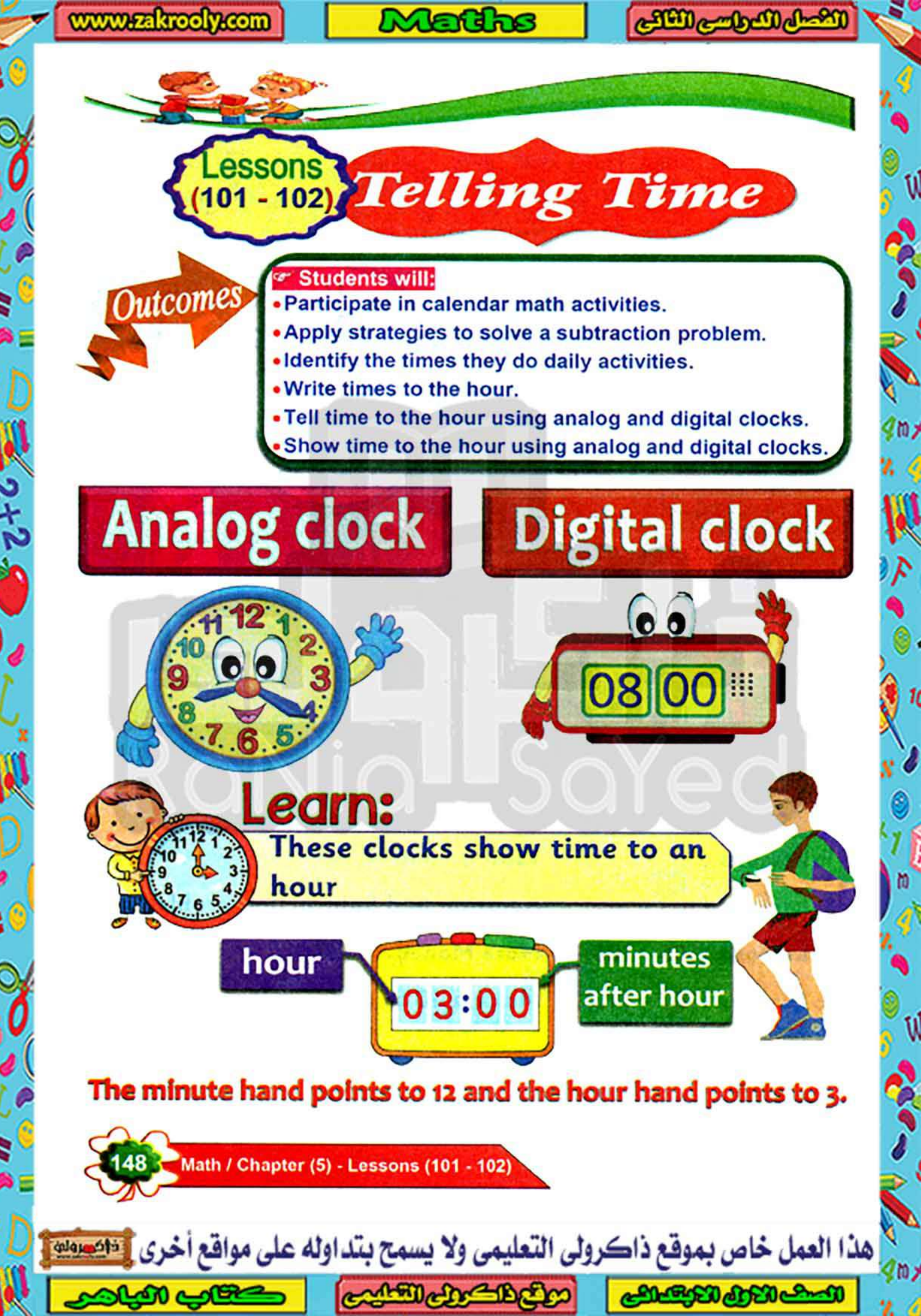
6 =........ + 3



7 Complete:

Chapter Five





Lessons (101 - 102) Telling Time

Outcomes

☞ **Students will:**

- Participate in calendar math activities.
- Apply strategies to solve a subtraction problem.
- Identify the times they do daily activities.
- Write times to the hour.
- Tell time to the hour using analog and digital clocks.
- Show time to the hour using analog and digital clocks.

Analog clock

Digital clock

Learn:

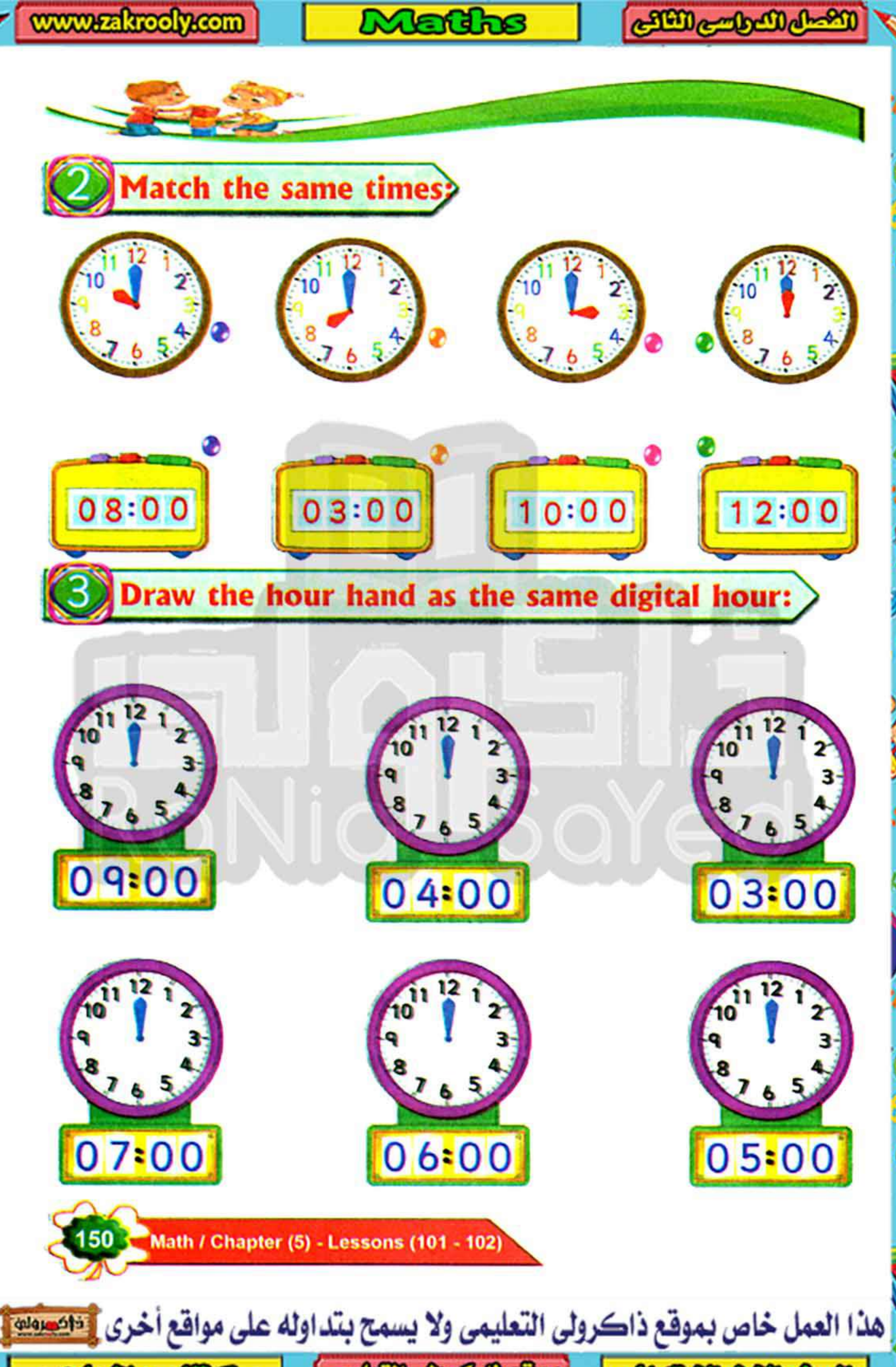
These clocks show time to an hour

The minute hand points to 12 and the hour hand points to 3.



Activities

1 Write the time:



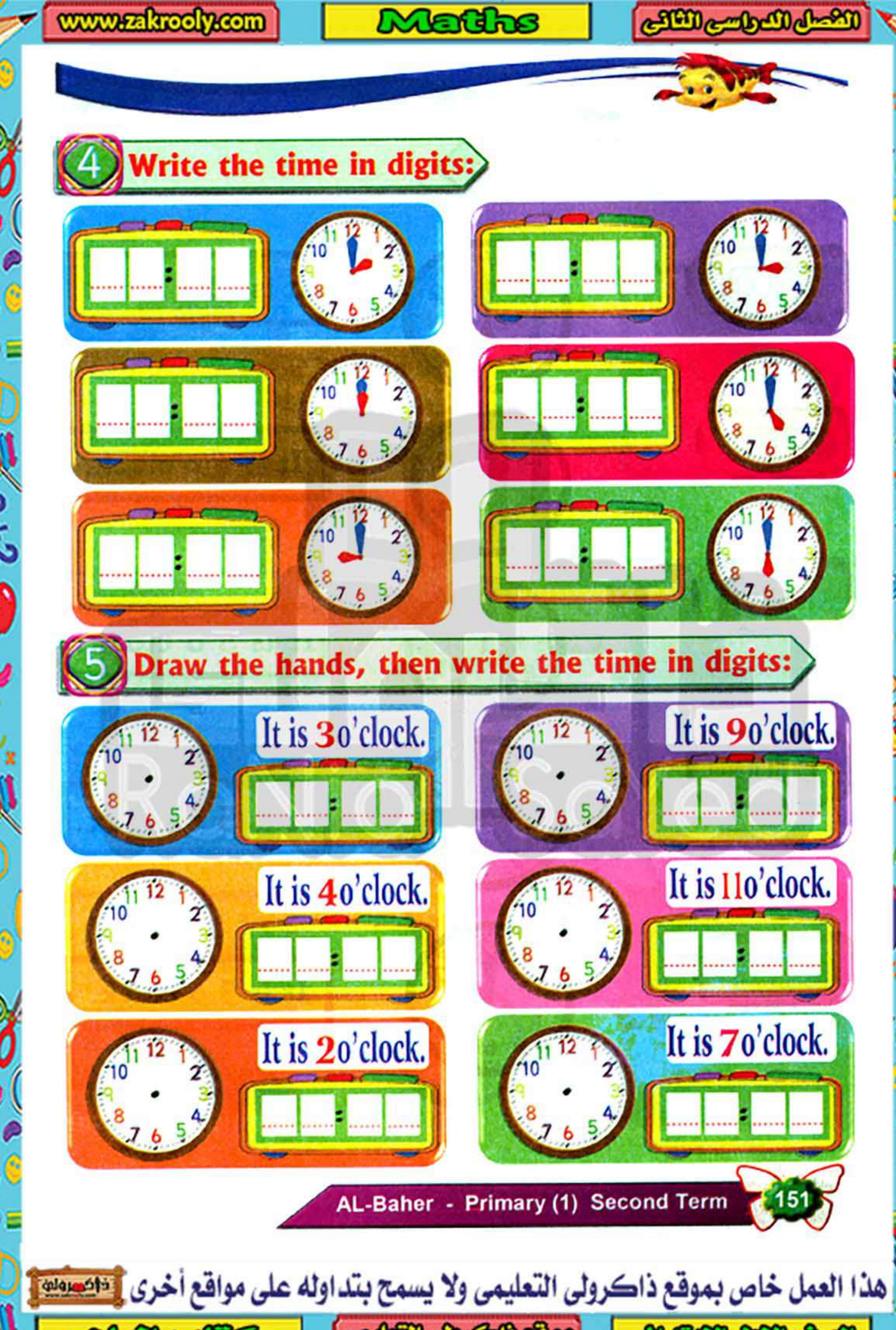
2 Match the same times:

08:00 | 03:00 | 10:00 | 12:00

3 Draw the hour hand as the same digital hour:

09:00 | 04:00 | 03:00

07:00 | 06:00 | 05:00



4 Write the time in digits:

5 Draw the hands, then write the time in digits:

It is 3 o'clock.

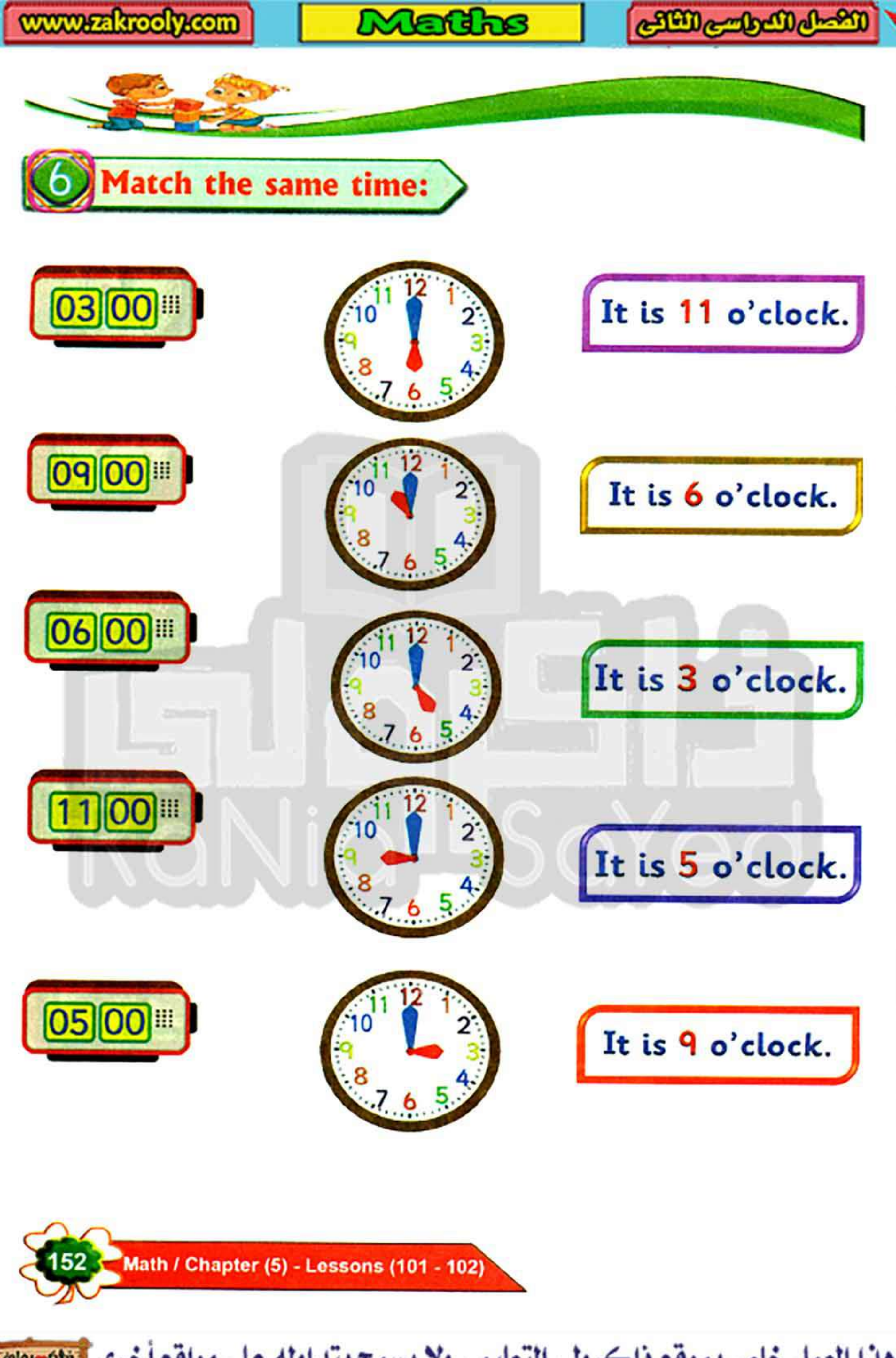
It is 9 o'clock.

It is 4 o'clock.

It is 11 o'clock.

It is 2 o'clock.

It is 7 o'clock.



6 Match the same time:




7 Match the pictures to the suitable time:



















Lessons (103 - 104) Addition and subtraction problems

Outcomes

☞ **Students will:**

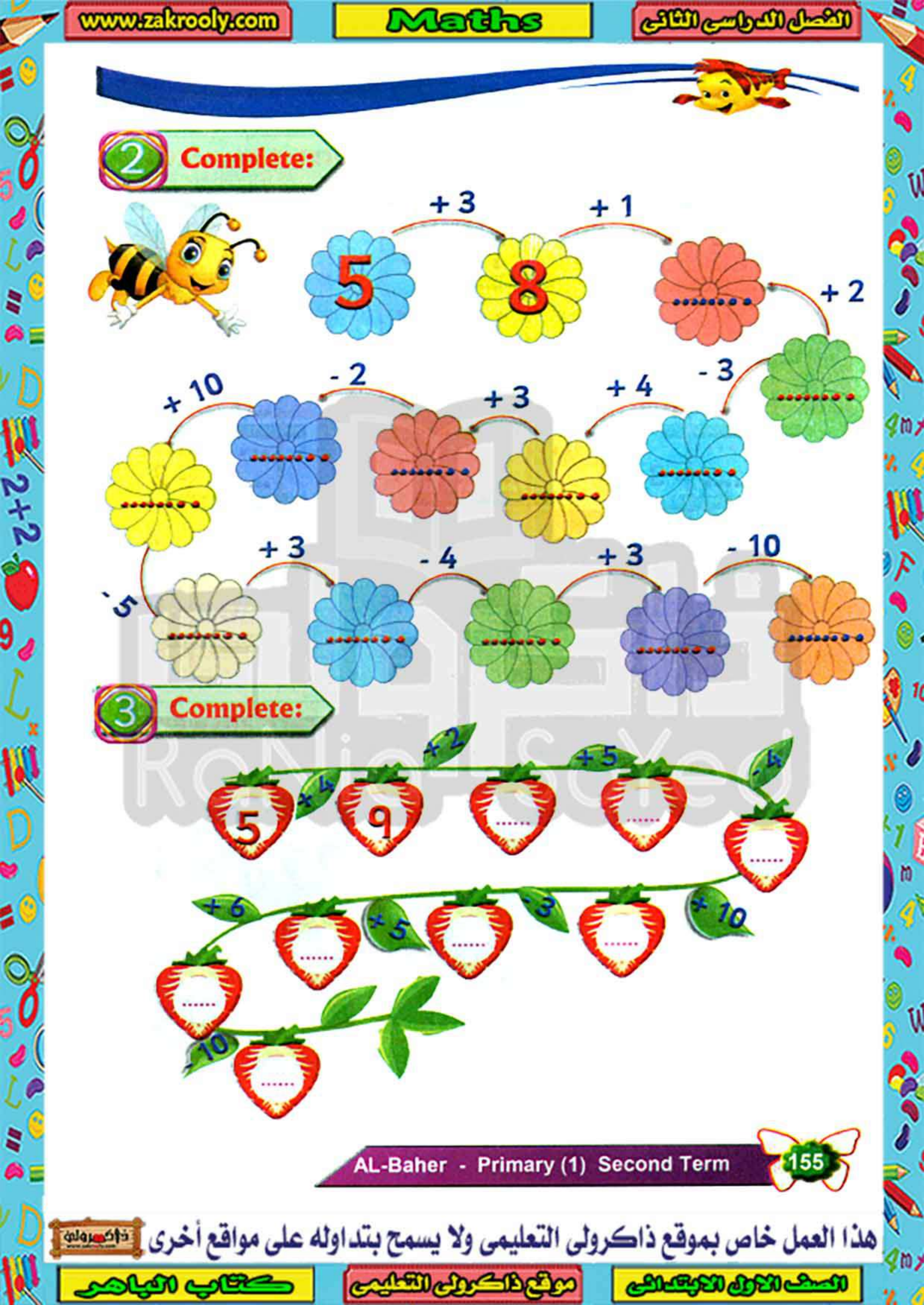
- Apply strategies to solve addition and subtraction problems.
- Apply understanding of number patterns to solve problems.

1 2 3 4

Activities

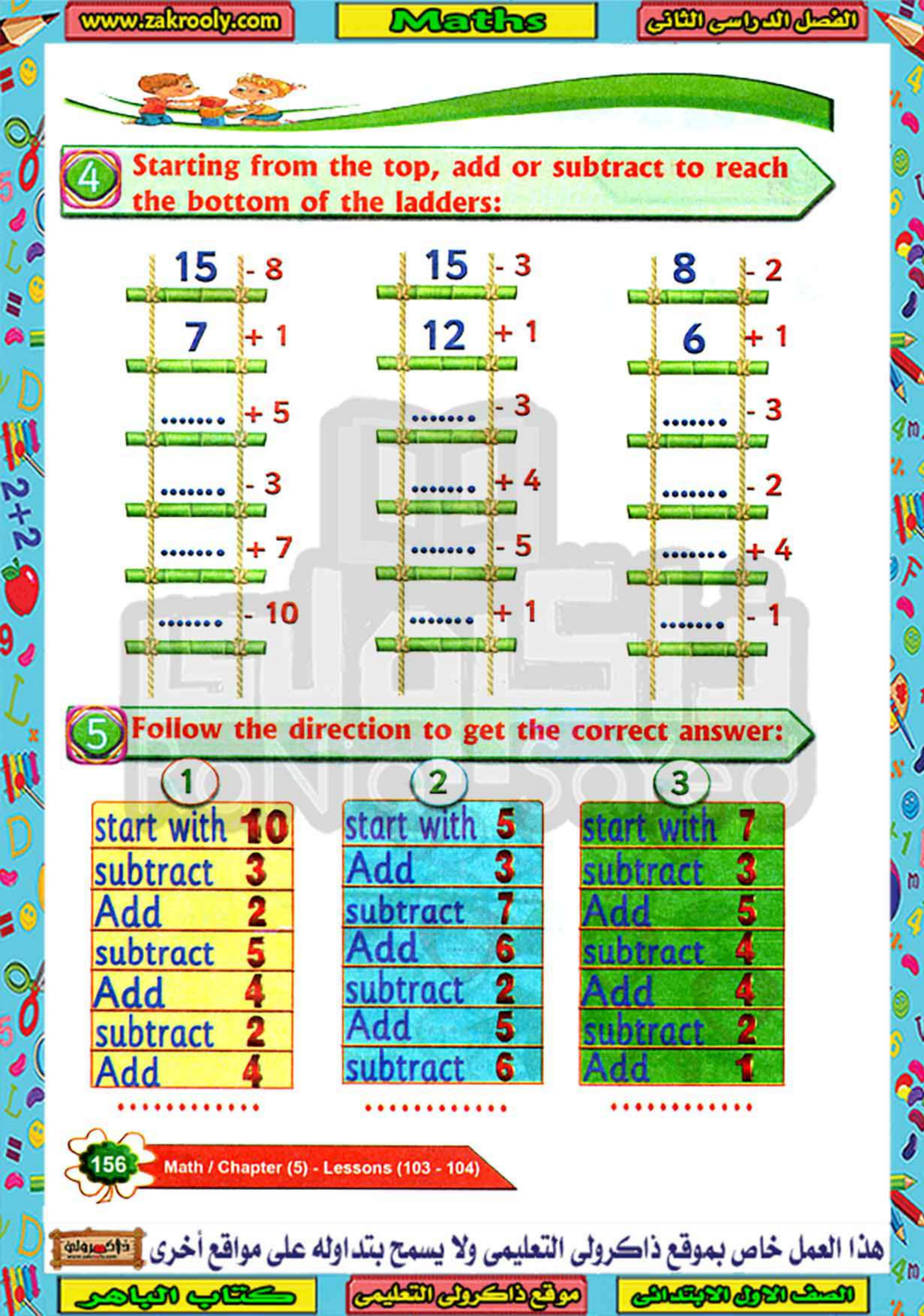
1 Complete:

1	2	.....	.....	.....	.....	.....
2	4	6	.....	.....	.....	.....
9	8	.....	.....	.....	.....	.....
3	5	.....	.....	.....	.....	.....
5	10	.....	.....	.....	.....	.....



2 Complete:

3 Complete:



4 Starting from the top, add or subtract to reach the bottom of the ladders:

Ladder 1		Ladder 2		Ladder 3	
15	- 8	15	- 3	8	- 2
7	+ 1	12	+ 1	6	+ 1
....	+ 5	....	- 3	....	- 3
....	- 3	....	+ 4	....	- 2
....	+ 7	....	- 5	....	+ 4
....	- 10	....	+ 1	....	- 1

5 Follow the direction to get the correct answer:

1

start with	10
subtract	3
Add	2
subtract	5
Add	4
subtract	2
Add	4

....

2

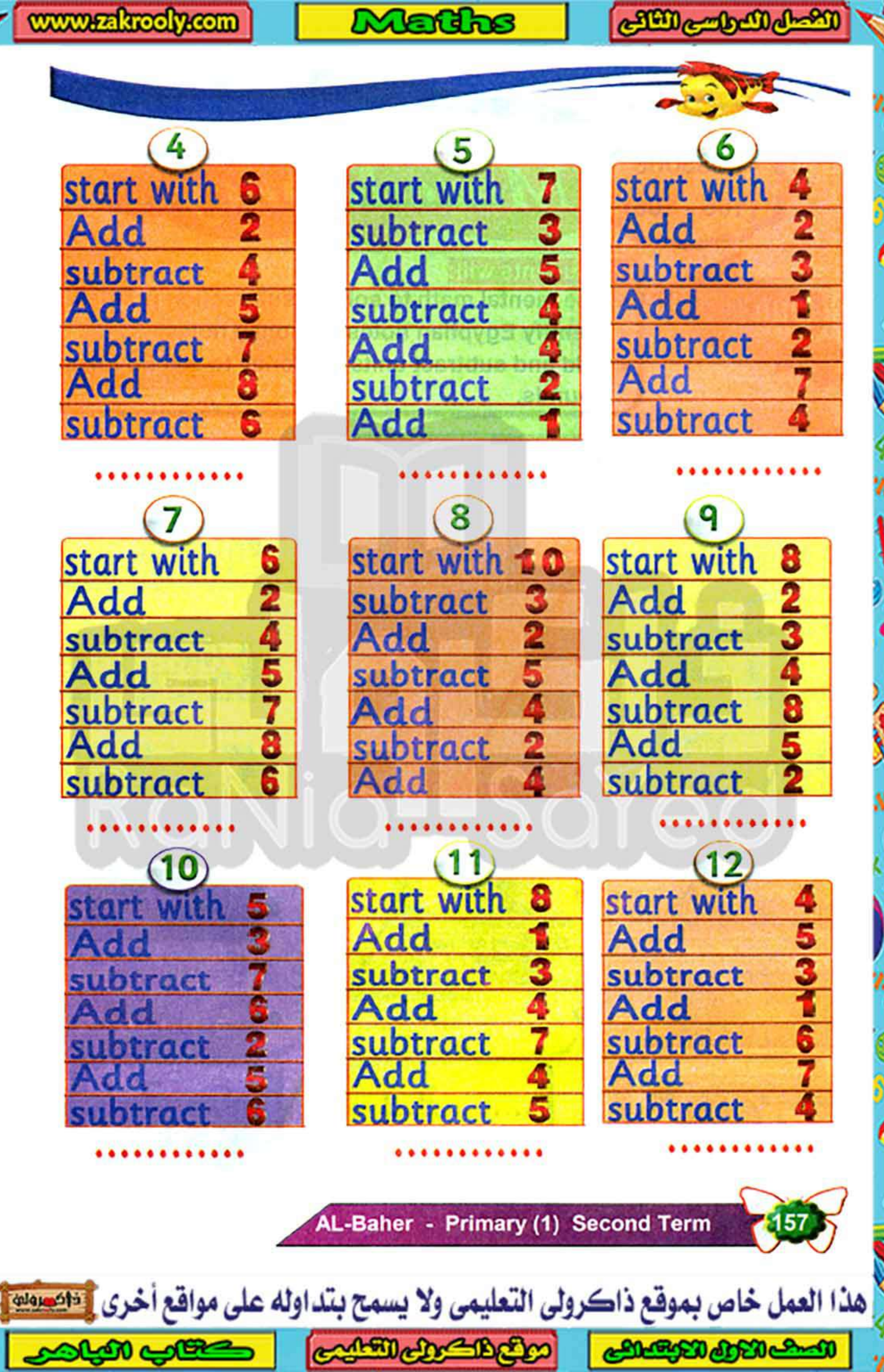
start with	5
Add	3
subtract	7
Add	6
subtract	2
Add	5
subtract	6

....

3

start with	7
subtract	3
Add	5
subtract	4
Add	4
subtract	2
Add	1

....



4

start with	6
Add	2
subtract	4
Add	5
subtract	7
Add	8
subtract	6

5

start with	7
subtract	3
Add	5
subtract	4
Add	4
subtract	2
Add	1

6

start with	4
Add	2
subtract	3
Add	1
subtract	2
Add	7
subtract	4

7

start with	6
Add	2
subtract	4
Add	5
subtract	7
Add	8
subtract	6

8

start with	10
subtract	3
Add	2
subtract	5
Add	4
subtract	2
Add	4

9

start with	8
Add	2
subtract	3
Add	4
subtract	8
Add	5
subtract	2

10

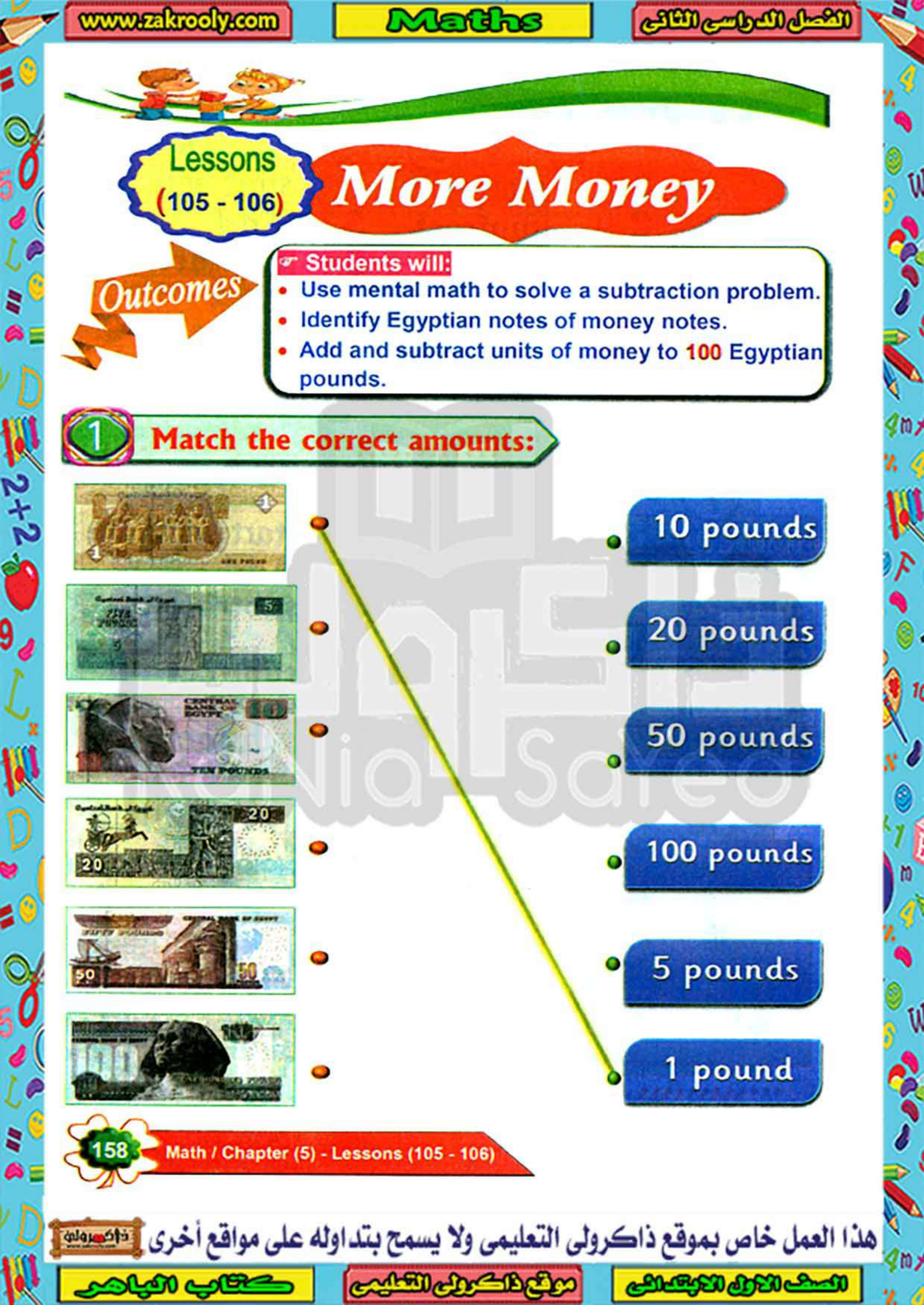
start with	5
Add	3
subtract	7
Add	6
subtract	2
Add	5
subtract	6

11

start with	8
Add	1
subtract	3
Add	4
subtract	7
Add	4
subtract	5

12

start with	4
Add	5
subtract	3
Add	1
subtract	6
Add	7
subtract	4



Lessons (105 - 106)

More Money

Outcomes

☞ **Students will:**

- Use mental math to solve a subtraction problem.
- Identify Egyptian notes of money notes.
- Add and subtract units of money to 100 Egyptian pounds.

1 Match the correct amounts:



2 Match the equal amounts:

3 Write the amount of money:

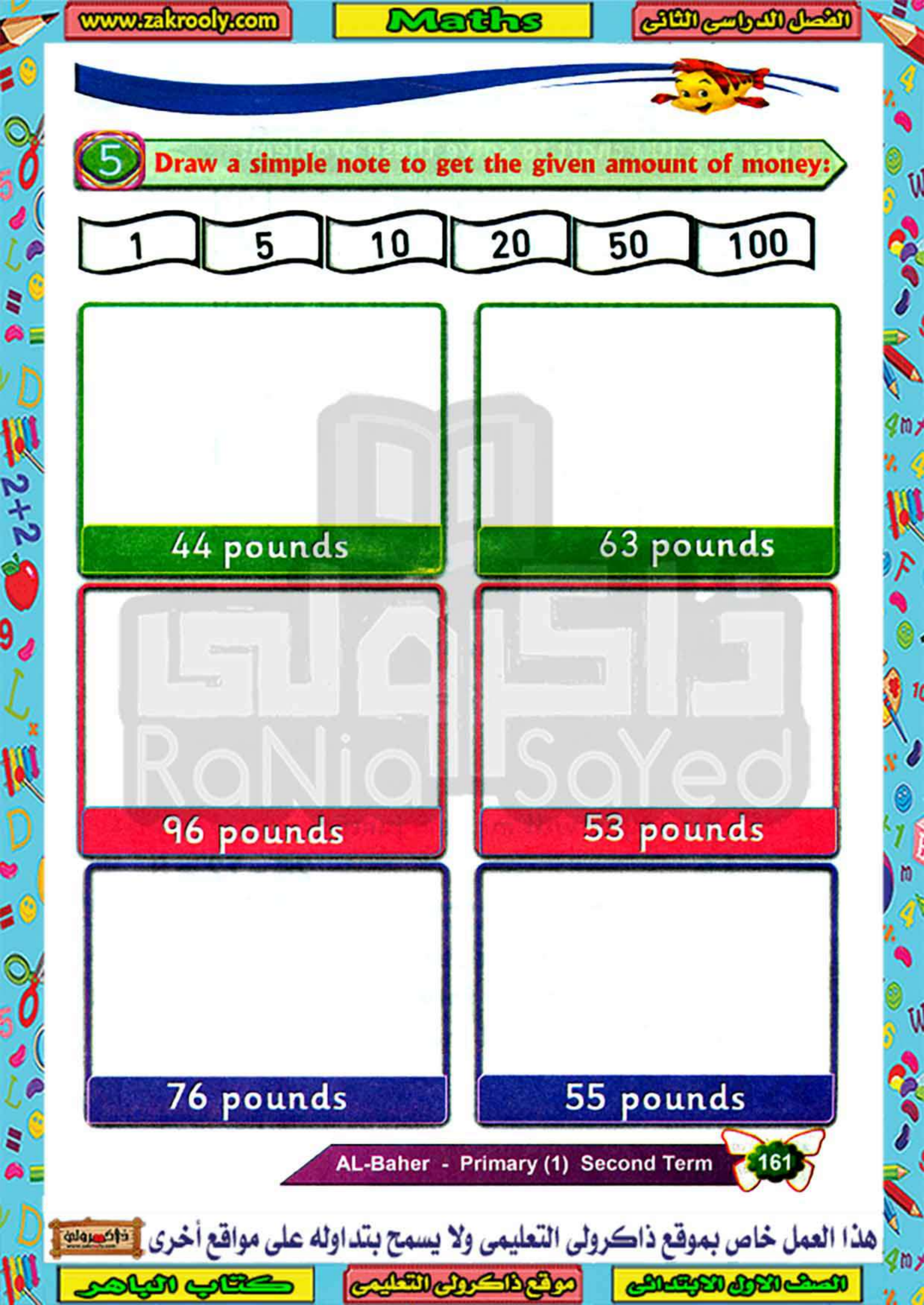
L.E ....

L.E ....

L.E ....



4 Circle the amount of money you need exactly to buy each:



5 Draw a simple note to get the given amount of money:

1 | 5 | 10 | 20 | 50 | 100

44 pounds

63 pounds

96 pounds

53 pounds

76 pounds

55 pounds



Use the 100 chart to solve these problem:

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

- Mariam had 20 pounds, she bought a pen for 12 pounds. How much money left with her?

  $20 - 12 = 8$

- Start from 20 (greater number) and move backward by ones until you reach 12 (smaller number), you will make 8 jumps.

  $20 - 12 = 8$



Notice: You can start from 12 (smaller number) and move forward by ones until you reach 20, you will make the same 8 jumps.



6 Answer the following problems using 100 chart:

Heba has L.E 50. She bought a toy for L.E 30
How much money left with her?

....

....

Salah had L.E 45. He bought a ball for L.E 15
How much money left with him?

....

....

Soha had L.E 48. She bought a book for L.E 28.
How much money left with Soha?

....

....

Wael had L.E 85. He gave his brother L.E 65.
How much money left with Wael?

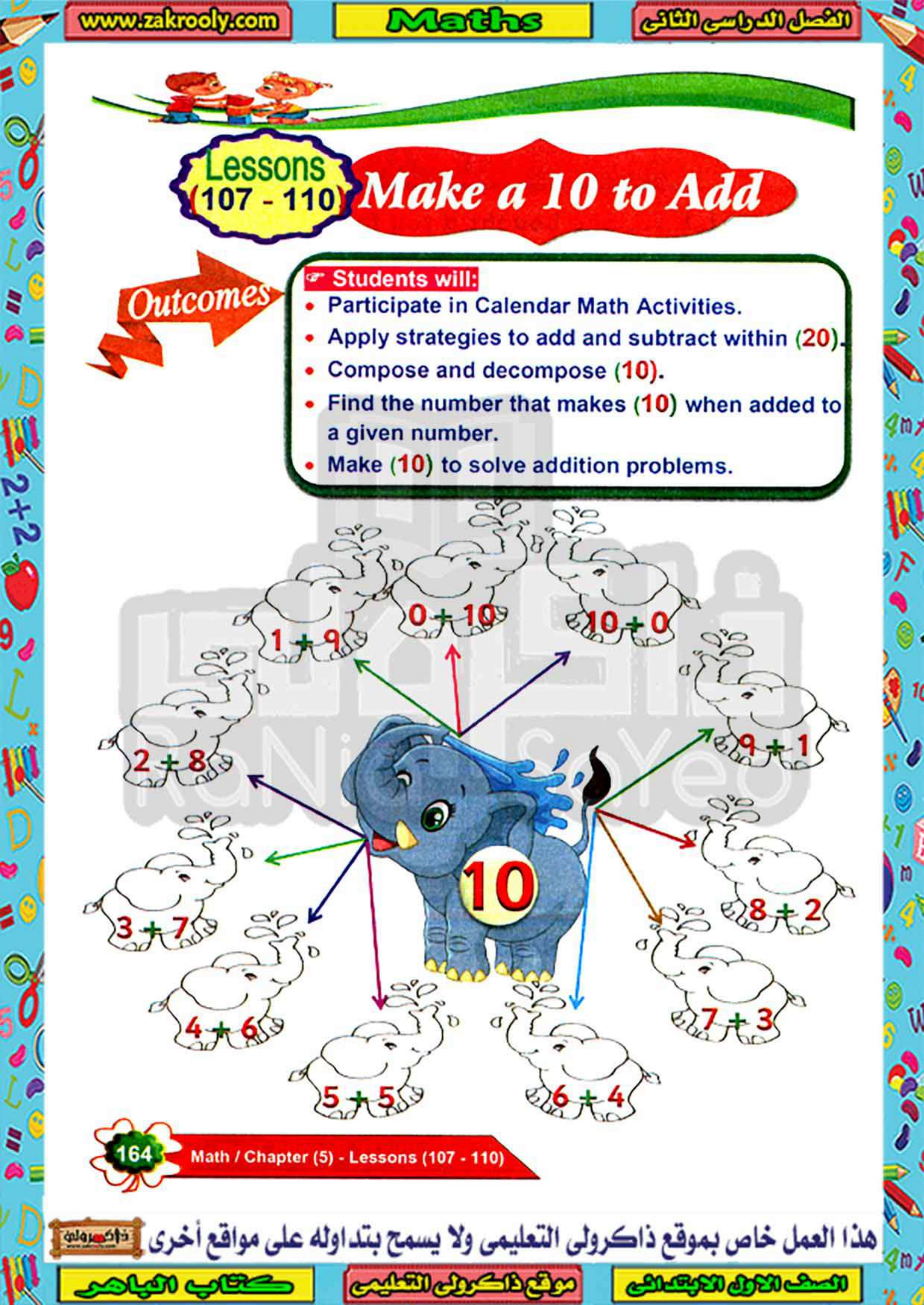
....

....

Hesham had L.E 75. He lost L.E 32.
How much money left with him?

....

....



Lessons (107 - 110) Make a 10 to Add

Outcomes

Students will:

- Participate in Calendar Math Activities.
- Apply strategies to add and subtract within (20).
- Compose and decompose (10).
- Find the number that makes (10) when added to a given number.
- Make (10) to solve addition problems.



1 Complete:

٩ + ... = 10

2 + ... = 10

3 + ... = 10

.... + 6 = 10

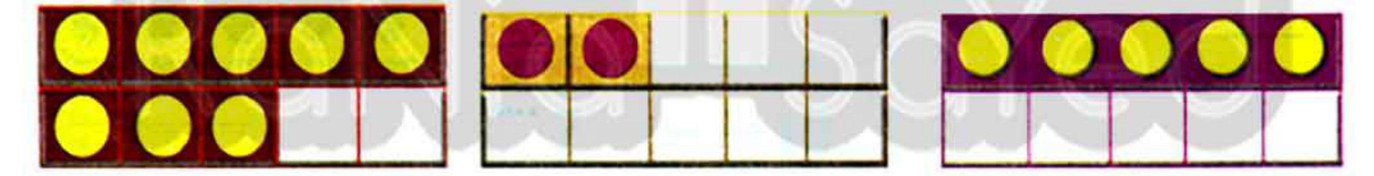
.... + 5 = 10

.... + 4 = 10

2 Complete to make 10:

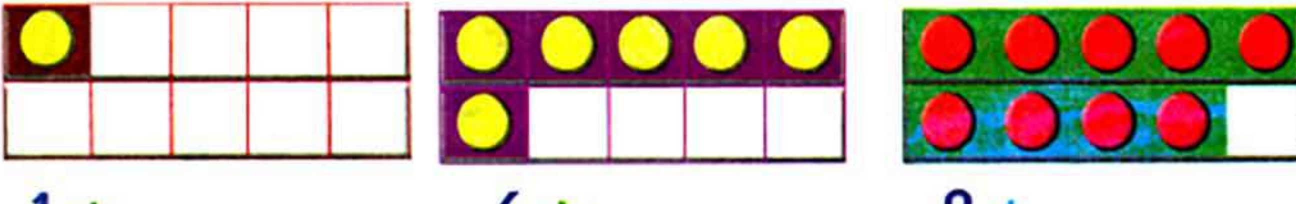


4 + ... 7 + ... 3 + ...





8 + ... 2 + ... 5 + ...



1 + ... 6 + ... ٩ + ...



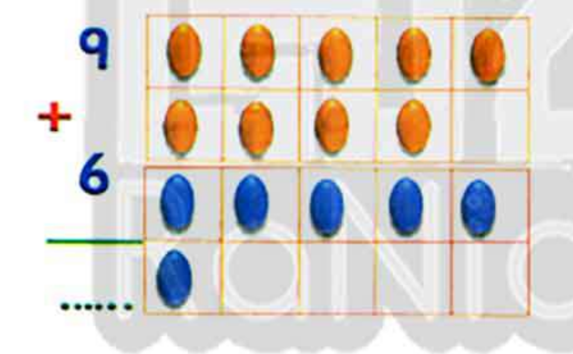
Make a 10 to add

Find the sum of 7 + 5

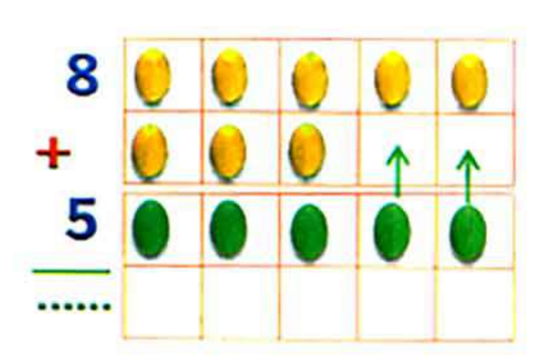
7 + 5 = 12 = 10 + 2 = 12

7 + 5 = 10 + 2 = 12

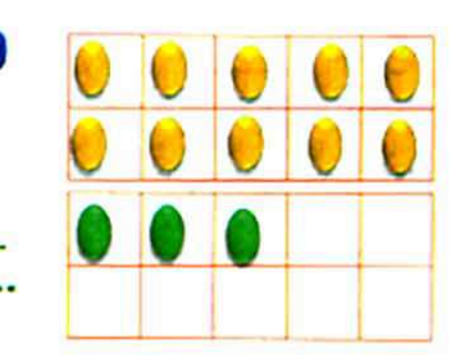
3 Complete:



9 + 6 = ... = 10 + 5 = ...



8 + 5 = ... = 10 + 3 = ...







6 + 7 = ... | ..... + ... = ...

9 + 4 = ... | ..... + ... = ...

4 Make a ten to add:

5 needs 5 to be 10 and the remainder is 2

5 → (+5) → 10
+7 → (−5) → +2
12 = 12

7 → 10
+4 → +....
..... = ...

9 → 10
+4 → +....
..... = ...

9 → 10
+8 → +....
..... = ...

7 → 10
+6 → +....
..... = ...

8 → 10
+6 → +....
..... = ...

9 → 10
+7 → +....
..... = ...

6 → 10
+8 → +....
..... = ...

4 → 10
+9 → +....
..... = ...




5 Make a ten to add:

6 needs 4 to be 10 and the remainder is 1

(4) (1)

6 + 5 = 10 + 1 = 11

8 + 7 = 10 + ... = ...

9 + 3 = 10 + ... = ...

5 + 7 = 10 + ... = ...

7 + 6 = 10 + ... = ...

7 + 7 = 10 + ... = ...

7 + 5 = 10 + ... = ...

9 + 4 = 10 + ... = ...

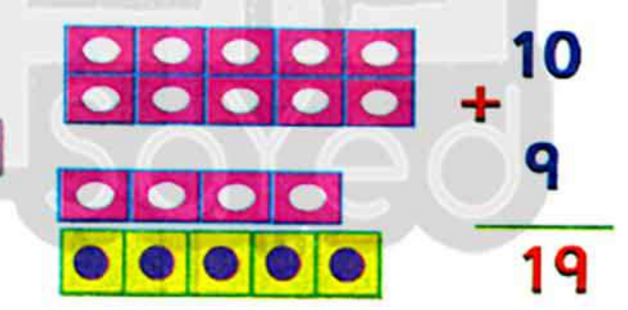
4 + 8 = 10 + ... = ...

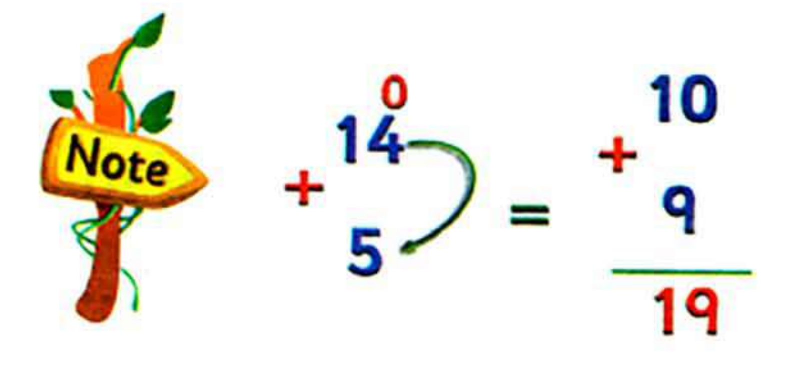
3 + 8 = 10 + ... = ...

9 + 8 = 10 + ... = ...

4 + 9 = 10 + ... = ...

Make a ten to find (14 + 5)







$$14 + 5 = 10 + 9 = 19$$



Activities

1 Complete as the example:

15 + 4 = 10 + 9 = 19	16 + 2 = 10 + ... = ...	13 + 6 = 10 + ... = ...
12 + 4 = 10 + ... = ...	5 + 13 = ... + 10 = ...	4 + 13 = ... + 10 = ...

2 Complete:

15 + 3 = 10 + 8 = 18

13 + 6 = 10 + ... = ...

13 + 5 = 10 + ... = ...

3 + 14 = ... + 10 = ...

2 + 17 = ... + 10 = ...

5 + 14 = ... + 10 = ...

14 + 4 = 10 + ... = ...

15 + 4 = 10 + ... = ...

7 + 12 = ... + 10 = ...

5 + 13 = ... + 10 = ...

3 + 16 = ... + 10 = ...

4 + 13 = ... + 10 = ...



3 Make a ten to add:

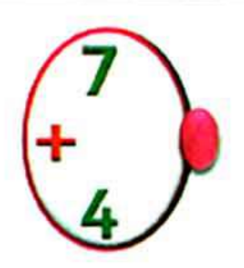
10 1 6 + 5 = 11	2 10 4 + 8 = ...	8 + 6 = ...
7 + 4 = ...	4 + 9 = ...	9 + 5 = ...
7 + 6 = ...	8 + 5 = ...	4 + 7 = ...
9 + 8 = ...	7 + 5 = ...	3 + 8 = ...

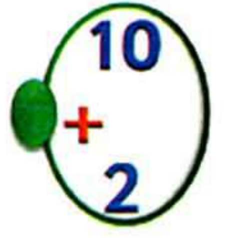
10 9 15 + 4 = 19	14 + 5 = ...	11 + 7 = ...
15 + 3 = ...	5 + 13 = ...	2 + 16 = ...
3 + 14 = ...	17 + 2 = ...	12 + 4 = ...
12 + 3 = ...	13 + 6 = ...	16 + 3 = ...
13 + 4 = ...	16 + 2 = ...	12 + 5 = ...

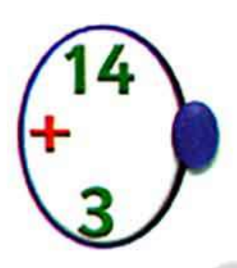


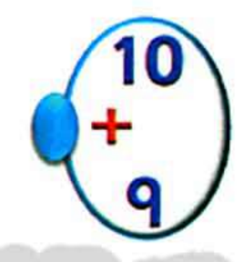


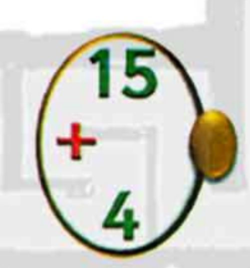
4 Match the equal sums:







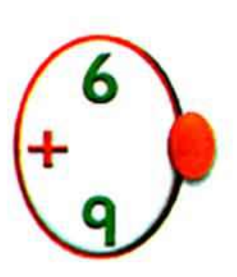


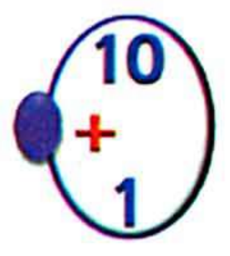
















Chapter Six





Lessons (111 - 113)

(1) more, (1) less
(10) more, (10) less
Adding Two Numbers

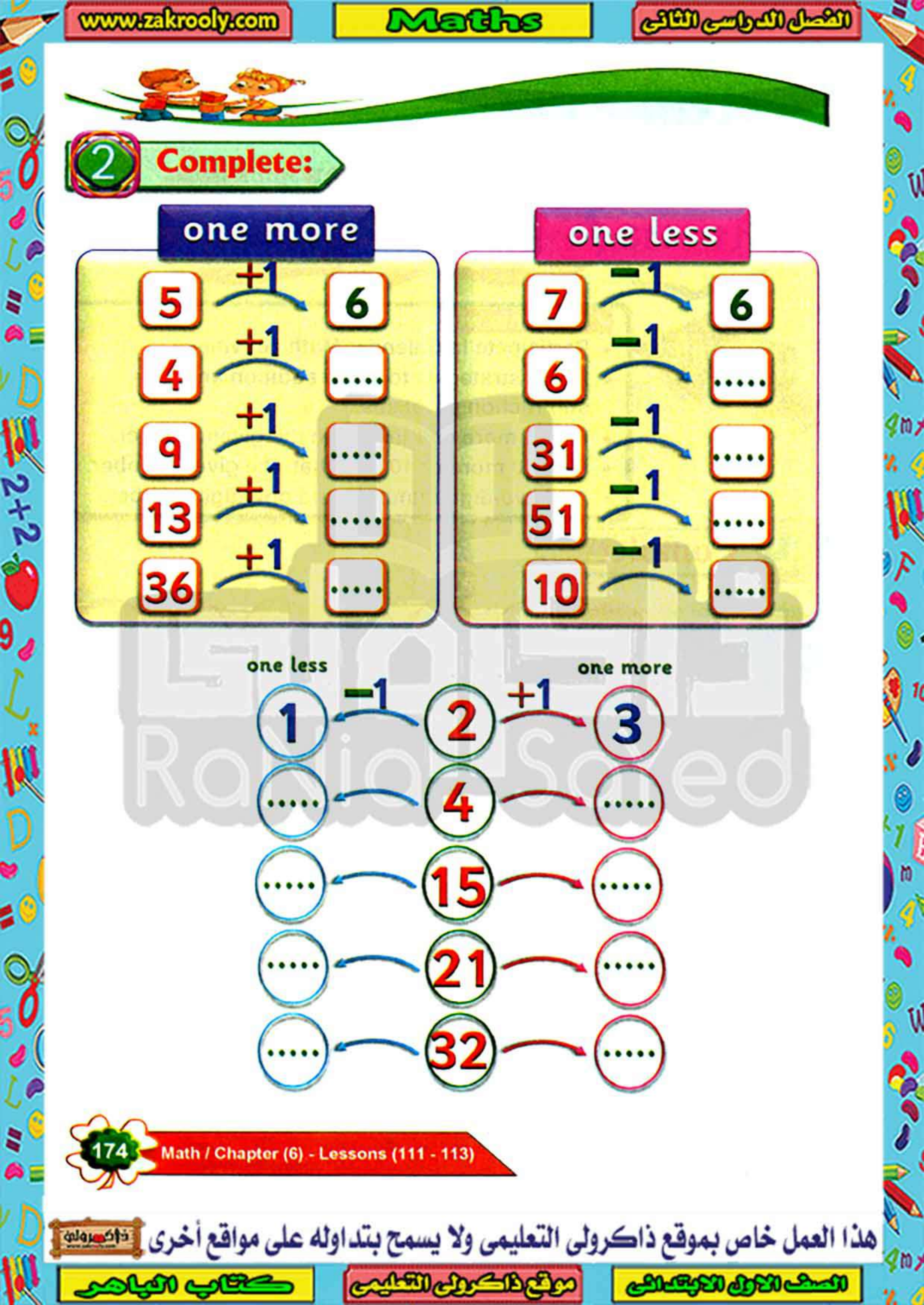
Outcomes

Students will:

- Participate in Calendar Math activities.
- Apply strategies to solve addition and subtraction problems.
- Find 1 more or 1 less than the given number.
- Find 10 more or 10 less than the given number.
- Add two-digit numbers and one-digit number.

1 Complete:

1	2	3	......	......	......	......	......	......
11	12	......	......	......	......	......	......	......
65	66	......	......	......	......	......	......	......
20	30	......	......	......	......	......	......	......
11	21	......	......	......	......	......	......	......



2 Complete:

one more

5	+1	6
4	+1	.....
9	+1	.....
13	+1	.....
36	+1	.....

one less

7	−1	6
6	−1	.....
31	−1	.....
51	−1	.....
10	−1	.....

one less		one more
1 ← −1	2	+1 → 3
.....	4	.....
.....	15	.....
.....	21	.....
.....	32	.....

Learn

5 is one more than 4
4 is one less than 5

3 Complete:

.... is one more than 8	.... is one less than 2
.... is one more than 7	.... is one less than 10
.... is one more than 32	.... is one less than 15
43 is one more than	37 is one less than ....
56 is one more than	50 is one less than ....
76 is one more than	96 is one less than ....

4 Complete:

ten more			ten less		
10	+10 →	20	30	−10 →	20
30	+10 →	40	50	−10 →	40
50	+10 →	.....	90	−10 →	.....
40	+10 →	.....	70	−10 →	.....



5 Complete:

−10		+10
30	40	50
.....	30	.....
.....	50	.....
.....	60	.....
.....	20	.....

Notice:

50 is ten more than 40

40 is ten less than 50

6 Complete:

.... is ten more than 50

.... is ten less than 30

.... is ten more than 40

.... is ten less than 50

.... is ten more than 60

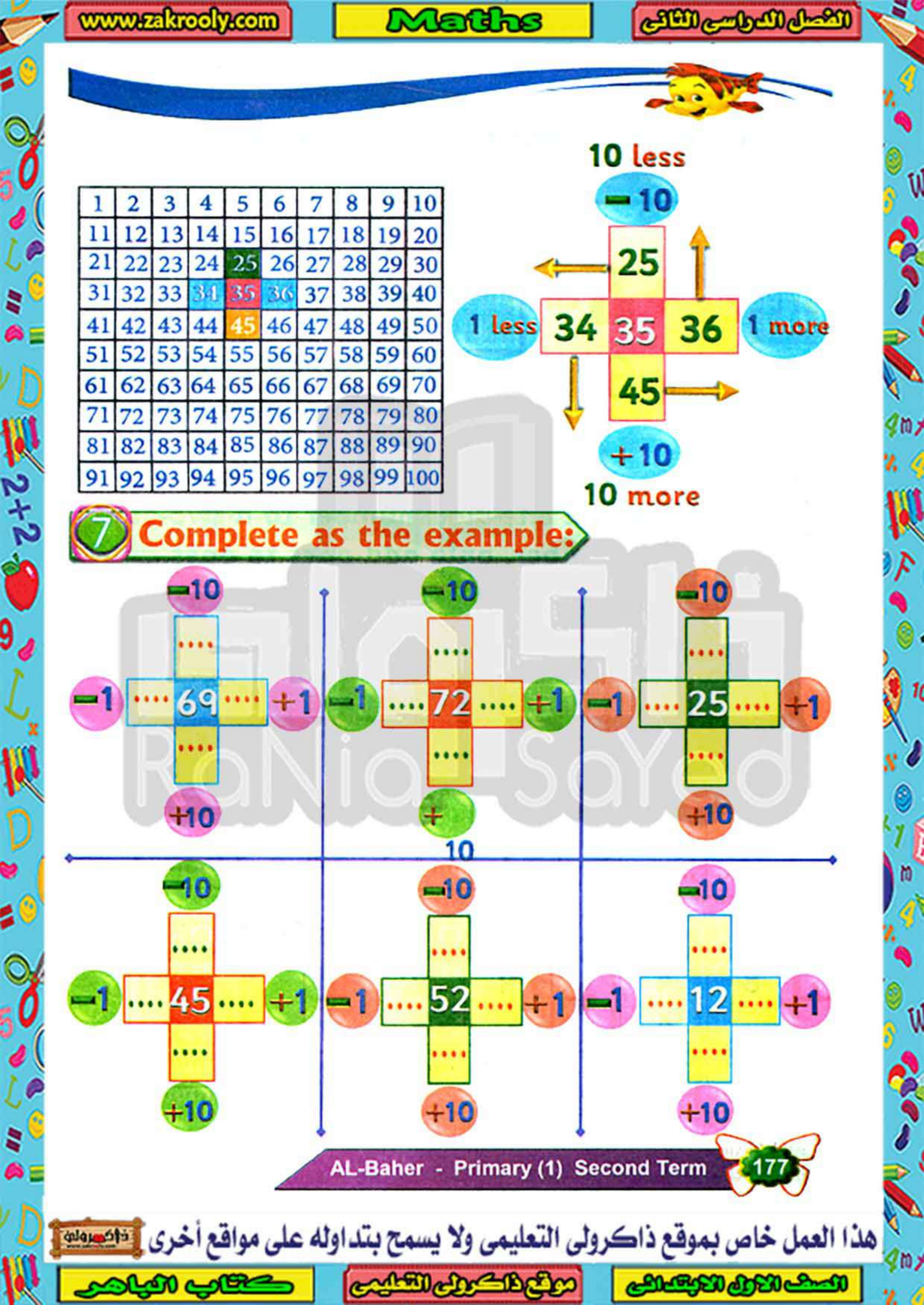
.... is ten less than 60

80 is ten more than ....

60 is ten less than ....

40 is ten more than ....

70 is ten less than ....

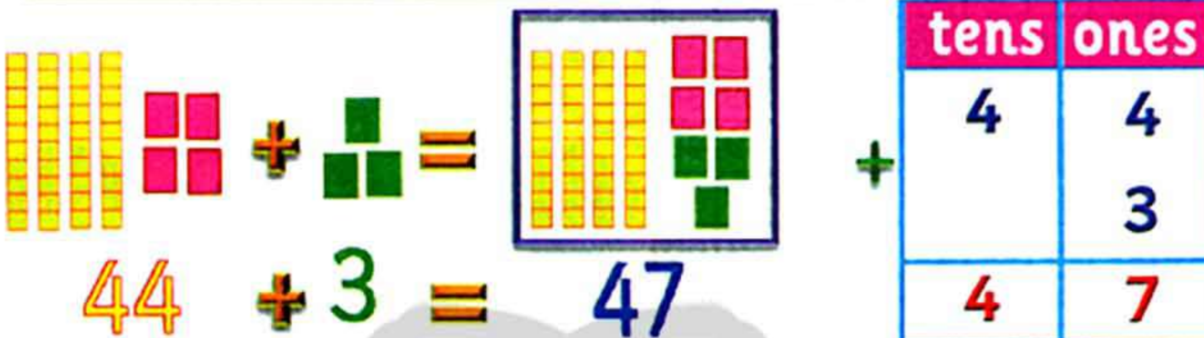


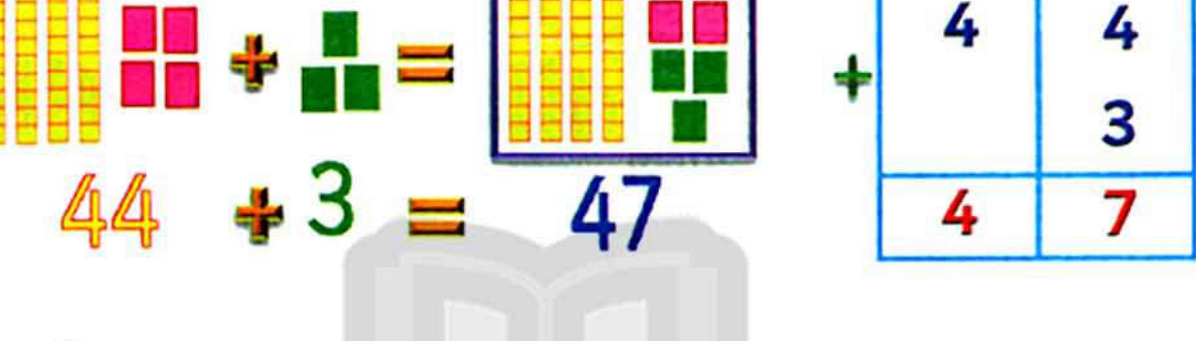
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

7 Complete as the example:



Adding a one-digit number to a two-digit number





$44 + 3 = 47$

tens	ones
4	4
	+ 3
4	7



To add a one-digit number to a two-digit number, only add ones to ones.

8 Find the sum:

Tens	Ones
5	3
+	6
....	....

Tens	Ones
3	2
+	7
....	....

Tens	Ones
7	2
+	5
....	....

Tens	Ones
8	4
+	4
....	....

Tens	Ones
9	2
+	6
....	....

Tens	Ones
7	7
+	2
....	....





	Tens	Ones
	8	3
+		5
	....	....

	Tens	Ones
	7	4
+		3
	....	....

	Tens	Ones
	6	2
+		7
	....	....

9 Find the sum:

$42 + 3 = 45$

$43 + 6 = ...$

$72 + 3 = ...$

$52 + 4 = ...$

$36 + 2 = ...$

$48 + 1 = ...$

$65 + 2 = ...$

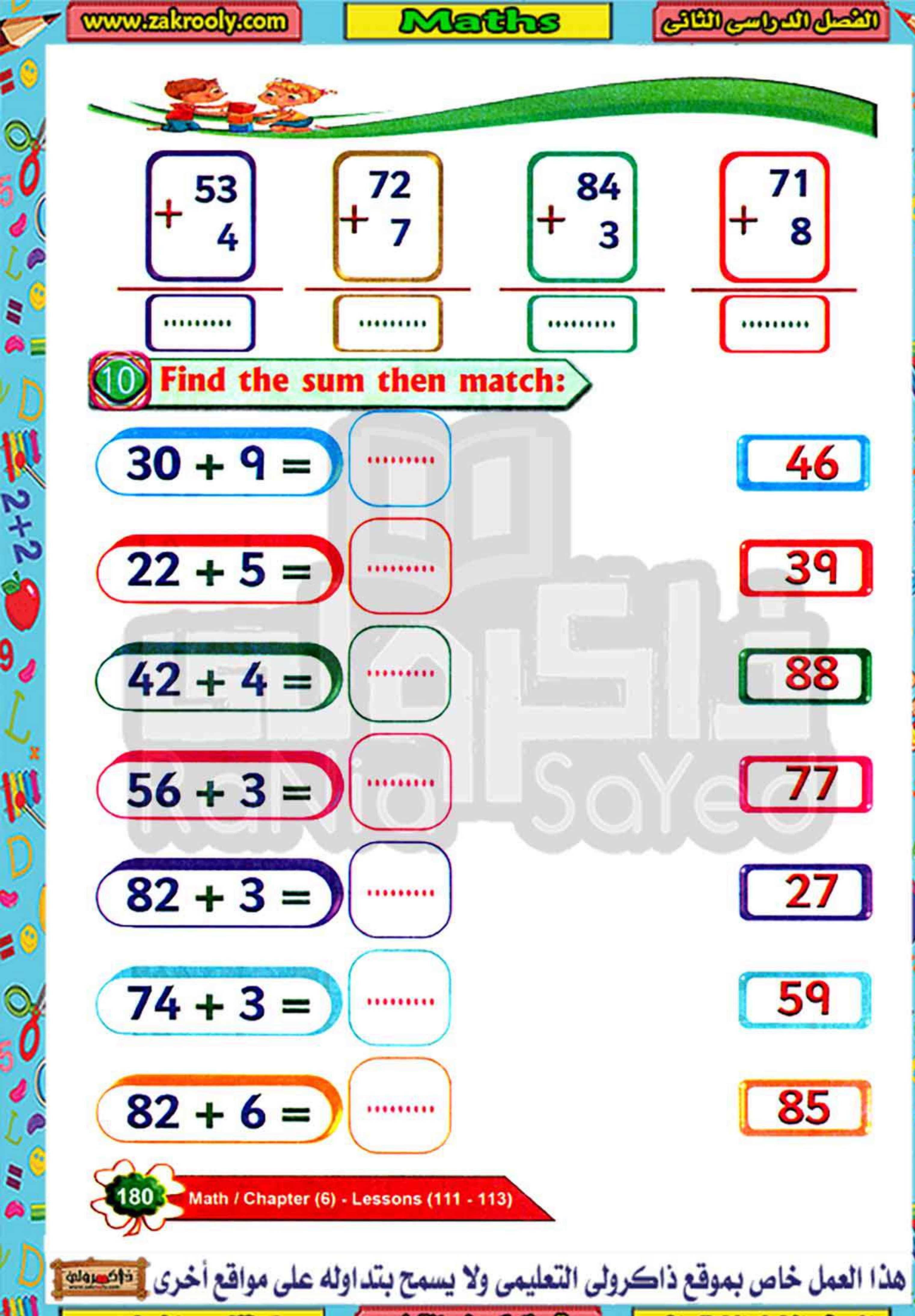
$53 + 6 = ...$

$54 + 2 = ...$

$91 + 7 = ...$

$82 + 6 = ...$

$44 + 5 = ...$



53 + 4	72 + 7	84 + 3	71 + 8
....	....	....	....

10 Find the sum then match:

30 + 9 =	....	46
22 + 5 =	....	39
42 + 4 =	....	88
56 + 3 =	....	77
82 + 3 =	....	27
74 + 3 =	....	59
82 + 6 =	....	85



Lessons (114-116) Adding (2) two-digit numbers Decomposing two-digit numbers

Outcomes

Students will:

- Participate in Calendar Math activities.
- Find 1 more, 1 less than a given number.
- Find 10 more, 10 less than a given number.
- Add multiples of 10 to two-digit number.
- Apply strategies to add (2) two-digit numbers.
- Identify the missing number in a sequence of numbers.
- Determine the value of each digit in a two-digit number.
- Explain how the place of a digit in a number changes its value.

1 Add:

73 + 5	23 + 6	73 + 4	53 + 4
......	......	......	......

36 + 3	92 + 2	53 + 6	64 + 5
......	......	......	......



Adding 2 two-digit numbers



Example:

32 + 53

First: Add the ones, $2 + 3 = 5$

Second: Add the tens, $3 + 5 = 8$

	Tens	Ones
	3	2
+	5	3
	8	5

2 Add:

	Tens	Ones
	4	7
+	5	2
	....	....

	Tens	Ones
	7	5
+	2	3
	....	....

	Tens	Ones
	5	3
+	3	5
	....	....

	Tens	Ones
	5	3
+	4	2
	....	....

	Tens	Ones
	7	2
+	2	3
	....	....

	Tens	Ones
	3	6
+	6	3
	....	....

	Tens	Ones
	4	0
+	3	2
	....	....

	Tens	Ones
	5	0
+	4	0
	....	....

	Tens	Ones
	3	5
+	6	0
	....	....





Notice:

First: Add the ones

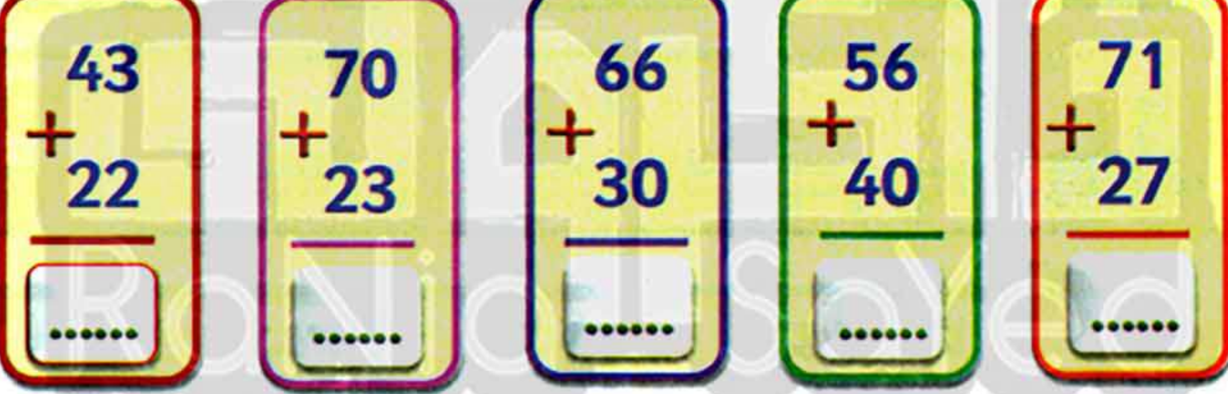
$63 + 22 = 85$

Second: Add the tens



3 Add:

41 + 52	53 + 42	72 + 27	54 + 34	63 + 24
......	......	......	......	......



43 + 22	70 + 23	66 + 30	56 + 40	71 + 27
......	......	......	......	......

$40 + 53 =$ ......

$70 + 22 =$ ......

$83 + 10 =$ ......

$56 + 31 =$ ......

$43 + 56 =$ ......

$72 + 26 =$ ......

$42 + 57 =$ ......

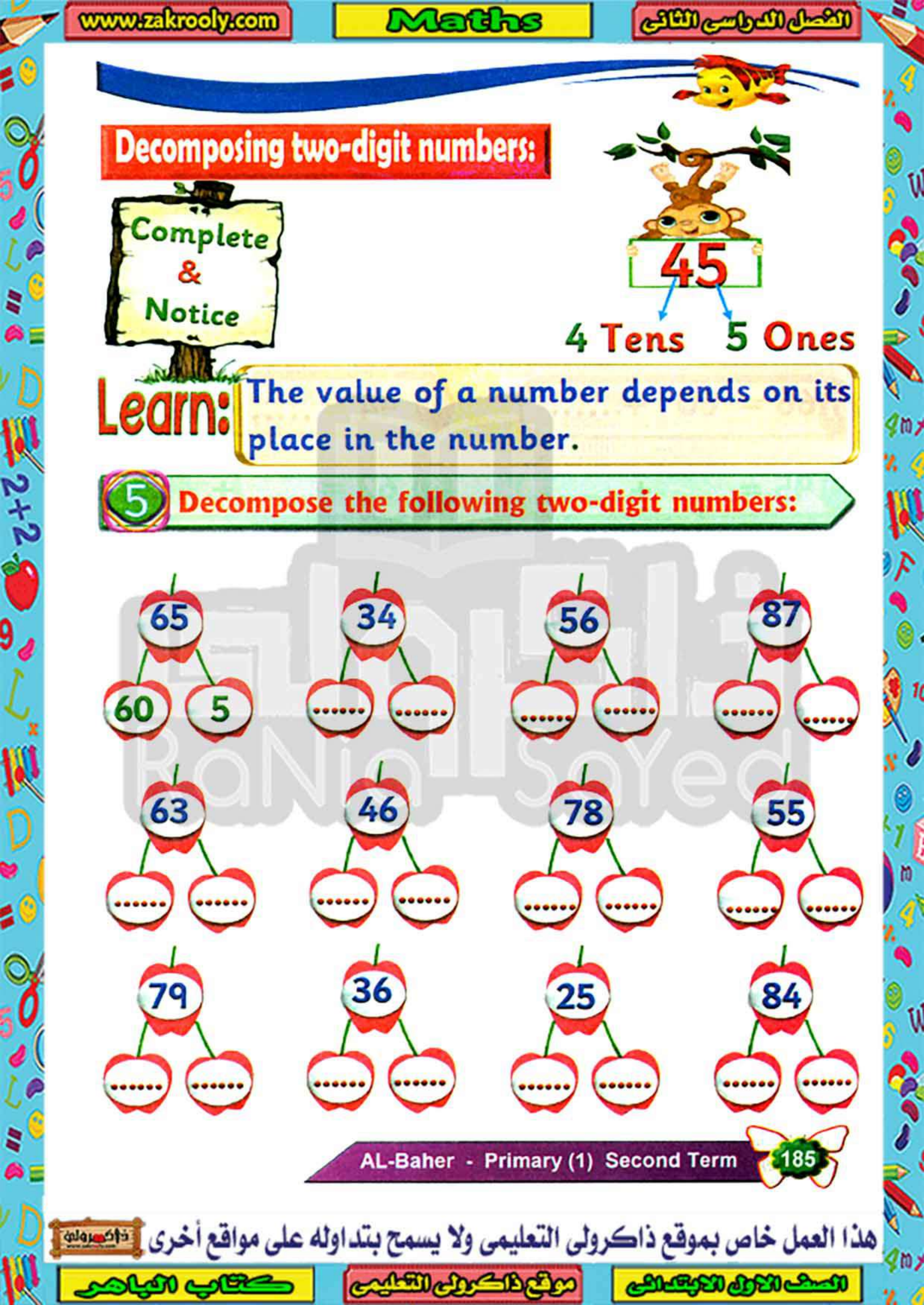
$63 + 33 =$ ......





Number sequence

4 Find the missing number in each of the following sequences:



Decomposing two-digit numbers:

Complete & Notice

45
4 Tens 5 Ones

Learn: The value of a number depends on its place in the number.

5 Decompose the following two-digit numbers:

65 → 60, 5
34 → ...... , ...
56 → ...... , ...
87 → ...... , ...

63 → ...... , ...
46 → ...... , ...
78 → ...... , ...
55 → ...... , ...

79 → ...... , ...
36 → ...... , ...
25 → ...... , ...
84 → ...... , ...

6 Complete:

1) 53 = 50 + 3
2) 42 = ...+......
3) 74 = 70 +......
4) 63 = ...+.......
5) 66 = 60 +......
6) 94 = ...+.......
7) 95 = ...+.......
8) 62 = ...+.......
9) 87 = 80 +......
10) 73 = ...+.......

7 Match the equal numbers:

30 + 6	95
4 + 80	36
90 + 5	84
70 + 6	76



Lessons (117-120) Subtraction (2) Two-digit Numbers / Fact Families

Outcomes

☞ **Students will:**

- Participate in Calendar Math activities.
- Identify the missing numbers in a sequence of numbers.
- Subtract multiples of 10 from two-digit numbers.
- Apply understanding of place value to guess a mystery number.
- Apply strategies to subtract (2) two-digit numbers.
- Determine the unknown number in addition or subtraction equations.
- Explain the relationship between addition and subtraction.
- Participate in a review of addition, subtraction, time, patterns, place value concepts and number sense.

Example: Subtract (68 – 43)

First: subtract the ones, 8 - 3 = 5

Second: subtract the tens, 6 - 4 = 2

Tens	Ones
6	8
- 4	- 3
2	5

Do as the example:

Tens	Ones
6	3
- 2	2

Tens	Ones
6	5
- 2	2

Tens	Ones
6	3
- 2	2

Tens	Ones
2	5
- 1	3

Tens	Ones
8	2
- 6	1

Tens	Ones
9	5
- 7	4



1 Complete:

48 - 22 = ……	53 - 32 = ……	67 - 25 = ……	42 - 32 = ……
73 - 22 = ……	54 - 32 = ……	46 - 22 = ……	78 - 62 = ……
54 - 22 = ……	58 - 22 = ……	77 - 13 = ……	70 - 30 = ……

Notice

First: subtract the ones

53 - 21 = 32

second: subtract the tens

43	-	22	=	……
83	-	31	=	……
46	-	22	=	……

32	-	21	=	……
44	-	33	=	……
50	-	30	=	……



* The Relationship between addition and subtraction

	7	
4		3

4 + 3 = 7

7 - 3 = 4

7 - 4 = 3

4 + 3 = 7
7 - 3 = 4
7 - 4 = 3

2 Complete:

4 + 6 = 10
10 - 6 = ...
10 - 4 = ...

7 + 5 = 12
12 - 5 = ...
12 - 7 = ...

35 + 5 = 40
40 - 5 = ...
40 - 35 = ...

6 + 9 = 15
15 - 9 = ...
15 - 6 = ...

40 + 7 = 47
47 - 7 = ...
47 - 40 = ...

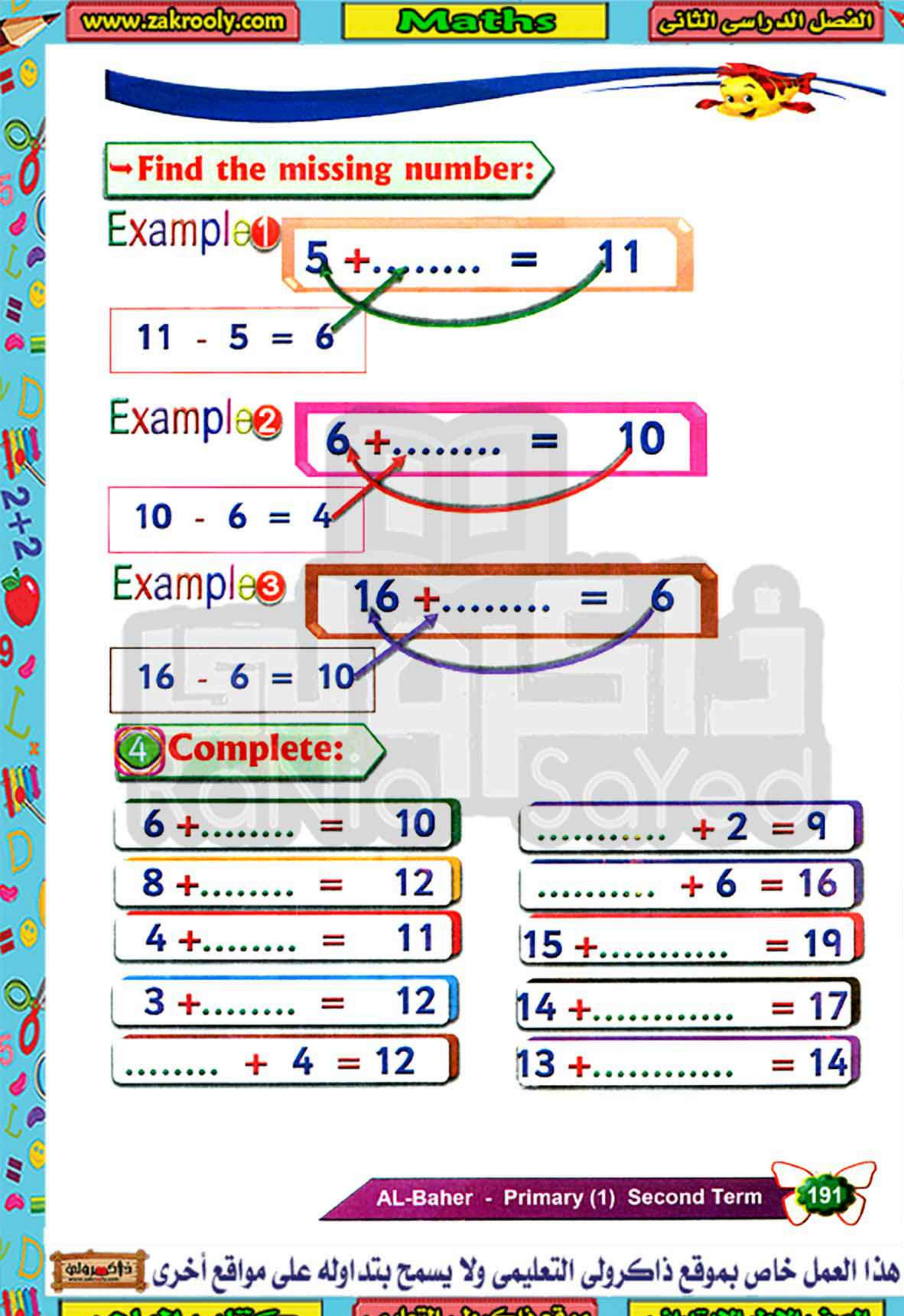
50 + 10 = 60
60 - 50 = ...
60 - 10 = ...





3 Match:

36 - 23	3
76 - 43	21
86 - 44	11
43 - 21	13
34 - 31	42
66 - 55	33
78 - 63	22
85 - 64	15



➡ Find the missing number:

Example 1

5 + ... = 11

11 - 5 = 6

Example 2

6 + ... = 10

10 - 6 = 4

Example 3

16 + ... = 6

16 - 6 = 10

4 Complete:

6 + ... = 10

8 + ... = 12

4 + ... = 11

3 + ... = 12

.... + 4 = 12

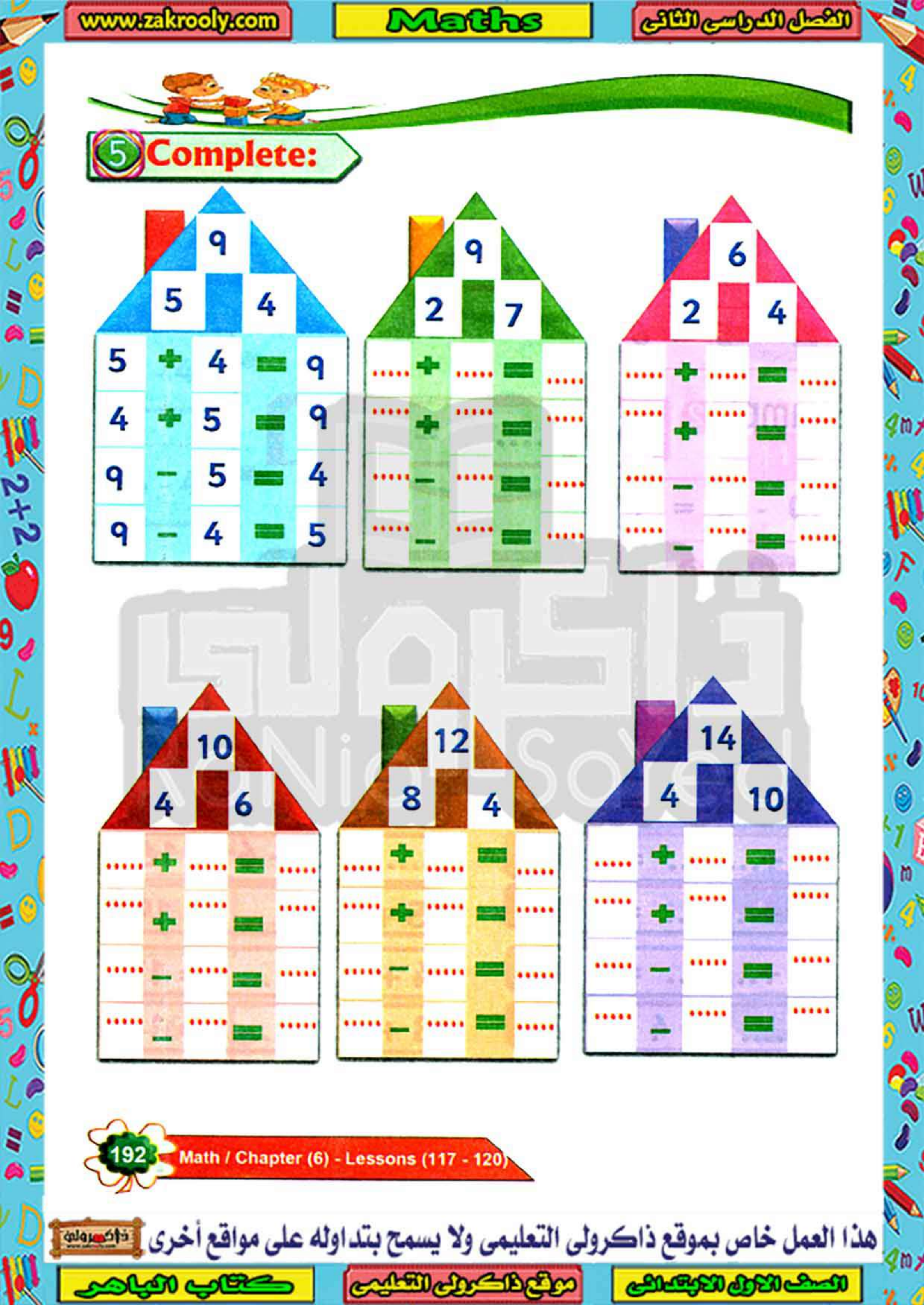
.... + 2 = 9

.... + 6 = 16

15 + ... = 19

14 + ... = 17

13 + ... = 14



5 Complete:

9				
5		4		
5	+	4	=	9
4	+	5	=	9
9	−	5	=	4
9	−	4	=	5

9				
2		7		
.....	+	.....	=	.....
.....	+	.....	=	.....
.....	−	.....	=	.....
.....	−	.....	=	.....

6				
2		4		
.....	+	.....	=	.....
.....	+	.....	=	.....
.....	−	.....	=	.....
.....	−	.....	=	.....

10				
4		6		
.....	+	.....	=	.....
.....	+	.....	=	.....
.....	−	.....	=	.....
.....	−	.....	=	.....

12				
8		4		
.....	+	.....	=	.....
.....	+	.....	=	.....
.....	−	.....	=	.....
.....	−	.....	=	.....

14				
4		10		
.....	+	.....	=	.....
.....	+	.....	=	.....
.....	−	.....	=	.....
.....	−	.....	=	.....